

**GOOD JOB! –GIVING POSITIVE
FEEDBACK IN EFL LESSONS:
Comparison of primary and secondary school**

**Master's Thesis
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<p>Tiivistelmä – Abstract</p> <p>Tämän tutkimuksen tarkoituksena on selvittää, miten positiivista palautetta annetaan ala- ja yläkoulussa ja vertailla näitä kahta kouluastetta. Tutkimuksen lähtökohtana on, että alakoululaiset saavat positiivista palautetta enemmän kuin yläkoululaiset. Yksi keskeisistä kohteista on vertailla, kuinka opettajien ja oppilaiden näkemykset positiivisesta palautteesta kohtaavat. Lisäksi tarkoituksena on selvittää, mistä asioista oppilaat saavat palautetta. Kiinnostuksen kohteena ovat myös palautteenantotavat sekä positiivisen palautteen määrä.</p> <p>Tutkimus on luonteeltaan laadullinen. Tutkimukseen osallistui yksi englanninopettaja ja neljä hänen oppilastaan alakoulusta sekä yksi englanninopettaja ja kuusi hänen oppilastaan yläkoulusta. Aineisto kerättiin haastattelemalla opettajia ja oppilaita sekä videoimalla kolme kummankin opettajan pitämää oppituntia.</p> <p>Tulokset osoittavat, että kouluasteiden välillä on sekä yhtäläisyyksiä että eroja. Tulosten perusteella alakoululaiset saavat positiivista palautetta enemmän kuin yläkoululaiset. Molemmilla kouluasteilla annetaan yksilöpalautetta, mutta alakoululaiset saavat enemmän ryhmäpalautetta. Oppilaat saavat positiivista palautetta lähes yksinomaan onnistuneista suorituksista, eivätkä käytöksestä.</p> <p>Tulosten perusteella voidaan sanoa, että oppilaiden ja opettajien näkemykset ovat toisaalta yhteneviä, toisaalta eroavia. Positiivinen palaute parantaa motivaatiota niin oppilaiden kuin opettajien mielestä molemmilla kouluasteilla ja on siksi tärkeä osa opetusta. Palautteen määrästä oppilaat olivat myös samaa mieltä opettajien kanssa. Yläkoulussa oppilaat ja opettajat olivat samaa mieltä siitä, että yksilöpalautte on hyödyllisempää kuin ryhmäpalautte. Alakoulun oppilaat suosivat myös yksilöpalautetta, kun taas opettaja pitää myös ryhmäpalautetta hyvänä palautteenantotapana. Tulosten perusteella voidaan todeta, että positiivinen palaute on tärkeää ja se tulisikin huomioida koulujen opetuksessa sekä opettajankoulutuksessa.</p>	
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1 INTRODUCTION

Well done!

Excellent!

Good job!

The expressions above are examples of what one might hear during a lesson. Pupils are usually eager to hear those kinds of positive expressions from their teacher. School is not, however, the only place where one might receive such comments: they are characteristic for example in work places as well. In fact, positive feedback can be heard everywhere. In my opinion, it should be a natural part of everyday life: when someone does a good job, positive feedback should be given automatically. This is not, however, always the case.

Positive feedback is essential in learning (Sinclair and Brazil 1982: 44). It is true in learning in general but especially in language learning: otherwise it would be difficult for pupils to know when they do well and when there is room for improvement. Languages are not like mathematics: one cannot check the answers with a calculator. Teachers have to tell their pupils which skills they already master and which skills they still need to develop. More importantly, giving positive feedback has positive effects on for example motivation and classroom management, which are key elements for successful learning results. It is, therefore, an important matter in learning.

Positive feedback can promote several matters. For example, it can increase pupils' motivation (see for example Henderlong and Lepper 2002). If pupils never receive positive feedback, their motivation can even decrease. In addition, positive feedback can improve the relationship between the pupils and the teacher and help in managing the classroom (see for example Brophy 2010 and Hathaway 1997). Good teacher-pupil relationships are necessary for a positive learning environment that is essential for successful learning results. Moreover, positive feedback can improve children's self-esteem (see Kohn 1993). It is impossible to deny the benefits of positive feedback. It is thus an important topic for investigation.

During my teacher training I noticed that primary school pupils receive more positive feedback than secondary school children. I found it disturbing that especially teenagers who go through a huge turmoil during secondary school seem to receive less positive feedback than smaller children: positive comments and encouragement might be what

teenagers need during the years of puberty in order to survive the difficult years. As discussed, positive feedback has many advantages and should be a natural part of language learning. The clear difference between primary and secondary school disturbed me enormously, so -as a future teacher- I wanted to study the matter further in order to see whether my observation was accurate. Hence, I decided to do my master's thesis on the subject. Positive feedback should definitely be a natural part of secondary school teaching as well and not implemented only in primary school.

The purpose of this study is to compare giving positive feedback in primary and secondary school. The interest is specifically in verbal positive feedback given during English lessons. The study will focus on several matters. Firstly, the amount and the ways of giving positive feedback are of interest. Secondly, the importance of positive feedback and the reasons for giving it will be investigated. Thirdly, the study aims at comparing pupils' and teachers' views on positive feedback. Lastly, the aim is to see how positive feedback is actually given in lessons.

The present study is relevant for several reasons. First, positive feedback is an important element in language learning. Secondly, a comparative study like this has not been conducted. Positive feedback has naturally been studied but previous research has focused more on students' reactions to feedback, the effects of feedback on the classroom environment and the ways pupils want to be praised (see for example Ilies, De Pater & Judge 2007, Burnett 2001 and 2002 and Miller, Horn and Harry 1997). Gender differences have also been studied but comparison between primary and secondary school has not been made. The present study is, therefore, relevant.

The present study is qualitative of nature. The data was collected in two ways: interviewing pupils and teachers and observing lessons in primary and secondary school. The lessons were recorded for analysing. Content analysis was used in analysing the interviews. The expressions of positive feedback were identified from the recordings and the situations where they occurred were investigated and then compared with what was said in the interviews.

The theoretical framework of the study consists of concepts of teacher talk, feedback and especially positive feedback. They will be discussed in chapters 2 and 3. In chapter 4, I will present the research questions and the methodological framework of the study. The results of the study will then be discussed in chapter 5. Chapter 6 deals with the

results further, the reliability and the limitations of the study. Finally, chapter 7 discusses the implications and will conclude the study.

2 TEACHER TALK AND FEEDBACK

In this chapter I will first discuss the concept of teacher talk briefly. Feedback as a concept and as part of teacher talk is discussed in the second section. The concept of feedback will be briefly explained since only a broad understanding of it is necessary: positive feedback is part of teacher talk and one has to understand what teacher talk means in order to understand positive feedback. The focus of the present study is in positive feedback that is given orally during lessons. Oral feedback and its characteristics are, therefore, discussed in the last section.

2.1 Teacher talk as a concept

Teacher talk is everything that teachers say to their pupils, for example questions and comments (Rezaee and Farahian 2012). Teacher talk is an essential part of every English class since the teacher is usually the only one offering the pupils a language model that is close to a native speaker. One can thus conclude that teacher talk has to be carefully considered: teachers cannot talk to their pupils any way they want. Wood and Freeman-Loftis (2012: 31) confirm this by stating that for example security in the classroom is created by considering not only what is said but also how it is said. Teacher talk is, therefore, essential to take into account in language teaching.

Sinclair and Brazil (1982: 13) state that teacher talk differs from other ways of talking, for example doctor talk. According to them, there are many reasons for why teacher talk is as specific as it is. Firstly, pupil-teacher relationships are different than many other relationships. Secondly, the setting is unique: classrooms are very distinct surroundings. Thirdly, the work done in the classroom is different than in other settings. Sinclair and Brazil also point out that one cannot identify people as teachers based on their way of talking outside the classroom because they only use teacher talk in the classroom, where it is essential “in order to get things done”. Cullen (1998: 186) confirms that teacher talk is a way to achieve desired outcomes. Sinclair and Brazil (1982: 13) claim, however, that the different ways how teachers talk in and outside the classroom have a lot in common but that there are differences between them. Those differences are not central for the study and will thus not be dealt with further.

There are many ways of categorising teacher talk and explaining its features. For example Sinclair and Brazil (1982: 22) claim that teacher talk can be divided into four categories:

- 1) “telling things to pupils (for example informing them)
- 2) getting pupils to do things (for example ordering them)
- 3) getting pupils to say things (for example questioning)
- 4) evaluating the things pupils do (for example acknowledging their responses).”

Sinclair and Brazil (1982: 51) explain that the fourth category includes responses to the whole class and to the individuals. Evaluation means that the teacher informs the pupils about how they have learned something and what they still need to learn. It includes thus feedback, which will be discussed next. The four categories give an idea of what teacher talk means in general and what functions it has. However, the categories will not be discussed further because the aim here is only to give a broad idea of the concept.

Walsh (2002: 4-5) states that teachers change their way of talking depending on the task at hand. He explains that sometimes a lot of teacher talk is required whereas at times only little teacher talk is enough. Walsh adds that teacher talk is more likely to be fitting when the teacher knows the goals of tasks clearly. Moreover, if teacher talk is somehow unclear and pupils do not understand what the teacher is saying, the goals will not be achieved. It is thus of great importance to think about what kind of teacher talk one uses and put effort into it.

Cullen (1998: 179) states that teacher talk has been of interest in the field of EFL studies. It is considered important that the teacher does not talk too much and thus gives more opportunities for pupils to talk. Myhill, Jones and Hopper (2005: 57) point out, however, that teachers have a tendency to rule the talk in the classroom. Walsh (2002: 3) confirms that teachers “have been criticized for their excessive TTT (teacher talking time)”. Sinclair and Brazil (1982: 58) argue that the reason for teachers ruling the talk in the classroom is that they feel that they are responsible for initiating talk in the classroom. Cullen (1998: 179) argues that the quality of teacher talk is the main focus of concern nowadays: teachers should be able to create communicative situations in the classroom with their talk. Myhill et al. (2005: 9) also explain that teacher talk is a complex matter because it is expected to enhance collaborative learning. Cullen (1998: 179) claims that the importance of teacher talk as input has in fact become one of the most central issues in research. However, input is not the focus of the present study and will not be discussed in more detail.

2.2 Feedback as part of teacher talk

In this section, I will first take a look at feedback in general and discuss its role. I will then present different types of feedback and the issues that need to be taken into account in giving feedback.

Askew and Lodge (2000: 1) claim that feedback features every kind of speech that promote learning. They (2000: 5) explain it to be given from the teacher, the expert, to the pupil in order to promote the pupil to learn: often the feedback assesses the pupil's prevailing skills and indicates what has to be done to achieve the set goals. Sinclair and Brazil (1982: 44) confirm that "the learner needs to be told or shown how he is learning". Askew and Lodge (2000: 1) also state that conceptions of learning have an effect on what kind of feedback is given.

According to Sinclair and Brazil (1982: 22), responding to pupils' progress and accomplishments is one of the four main things teachers do in the classroom. They (1982: 44) also claim that teacher talk includes enormous amounts of feedback. Teachers should concentrate carefully when responding to their pupils' answers and giving feedback. A response of a wrong kind could be disastrous considering the relationship between the teacher and the pupils or even the pupils' motivation: if the teacher for example jokes about something a pupil has said, the pupil might get offended, which might lead to the pupil disliking the teacher. Also, if the pupil has done well and the teacher ignores his or her performance, the pupil's motivation might decrease. In conclusion, the role of positive feedback should not be underestimated when thinking about teacher responses.

Brookhart (2008: 58) explains that there are two types of feedback. Internal feedback means that pupils can evaluate their own work and make improvements based on the evaluation. External feedback is the same than teacher feedback. Learning new matters require more teacher feedback than internal feedback. Brookhart also mentions that teacher feedback has an enormous effect on internal feedback: factors affecting teacher feedback will become factors affecting internal feedback and at some point pupils need less external feedback because they become able to assess their own work in time.

According to Brookhart (2008: 96-97), it is important that feedback is always adapted to pupils' individual needs. It means for example that some pupils need a lot of feedback and some pupils know what they have to improve or what they did well after a few

words from the teacher. Feedback should be given accordingly. Brookhart mentions also that it is easy to leave the pupils who perform well without feedback and concentrate on the pupils who struggle and desperately need feedback. However, all pupils need feedback, as Brookhart states. The teacher only has to bear in mind that one can and should give feedback according to pupils' abilities: some learn more and more quickly than others. Evertson and Emmer (2013: 61) also point out that teachers should not put the requirements for good performances too high because they will be impossible to achieve for some pupils.

2.3 Oral feedback

According to Brookhart (2008: 47), oral feedback has a lot in common with written feedback. She claims that both oral and written feedback can make suggestions "about focus, comparison, function, valence, clarity, specificity, and tone." She points out, however, that in giving oral feedback one has to take into account a few factors that have relevance only to oral feedback. Firstly, the time and the place are important factors because the pupil must be responsive and ready to hear the feedback. There is a wide range of opportunities: one can give feedback individually to a pupil in private or openly in class, or collective feedback during lessons. Secondly, the teacher has only little time to think about how to say the feedback, so that the pupil -the recipient- will take the feedback into account and utilise it instead of becoming offended by it. Brookhart notes that the teacher has to think about factors such as specificity, tone and clarity. It is evidently no easy task to give oral feedback but as Brookhart mentions, it can be done by every teacher who is willing to learn and make an effort.

Brookhart (2008: 49-54) presents different kinds of ways to give oral feedback. Teachers can for example give individual feedback to pupils at the pupils' desks. That way the given feedback will not be heard by all the others, especially if they are working. Giving feedback at the teacher's desk has the same benefits. If one wants to have an actual discussion, then a teacher-student conference outside the classroom is needed. Brookhart mentions also collective feedback as a way of giving feedback. However, one can give individual feedback also so that other pupils hear it. In some cases it might be useful: if some pupils are shy and have low self-esteem, it might be a good idea to give them positive feedback so that others can hear it in order to make them feel appreciated.

3 POSITIVE FEEDBACK

I will first discuss both positive feedback and praise as concepts in this chapter. I-messages will also be dealt with. Positive feedback will, however, be used as the main concept in the present study. It is discussed more thoroughly in the second section. I will then introduce some of the advantages and challenges in giving positive feedback. Lastly, previous research made on positive feedback is presented.

3.1 Positive feedback and praise as concepts

The difference between the concepts of positive feedback and praise is by no means clear or easily definable. Some distinctions have, however, been proposed. Brookhart (2008: 2) states that feedback “gives students information they need so that they can understand where they are in their learning and what to do next.” Hathaway (1997: 81) explains that positive feedback “is the act of affirming, accepting or approving of someone’s behavior or actions.” Brophy (1981: 5) has defined praise to be “to commend the worth of an individual or to express approval or admiration”. He continues by explaining that praise is more than giving affirmation to students or responding with a short answer such as “good”. However, if a teacher says for example “good” to a pupil for something he or she has said or done with a pleased smile or with a tone that expresses admiration, the “good” can then be categorised as praise even though it is positive feedback based on Brophy’s conception.

Brophy (1981: 6) explains that praise includes teachers’ positive emotions such as joy or gratification. Henderlong and Lepper (2002: 775) state that giving positive feedback is a more neutral way of commenting one’s work or achievements. They continue by explaining that also encouragement differs from praise because it concentrates on the future and is often used only after failures. However, positive feedback can easily include teacher’s positive emotions. It is merely a matter of how one gives positive feedback: for example the tone of voice can imply that the teacher is very pleased with his or her students without actually using expressions of positive emotions, such as “I’m extremely happy with the way you worked”. Saying for example “excellent” with a pleased tone of voice can be taken as praising based on Brophy’s explanation of teacher emotions even though it does not express the teacher’s emotions verbally. All in all, it is difficult to differentiate positive feedback and praise.

It can be stated that I-messages are part of praise and positive feedback. Gordon (2006: 179) argues that I-messages are messages that contain information on the teacher's feelings. He explains that teachers can tell their pupils how something they did affected the teacher or how they felt about the pupils' actions through I-messages. The teacher can say for example "I am so pleased with you for focusing carefully on this task." Gordon also points out that teachers do not use I-messages often enough. This issue will be further discussed in 5.1.3 as well.

Kohn (1993: 96) argues that it is of no relevance whether one uses positive feedback or praise as a concept. In addition, since there is no clear distinction between the concepts, I will use the term positive feedback in referring to all positive comments that teachers make about pupils' performances in the present study. Next, I will take a closer look at the characteristics of positive feedback.

3.2 Characteristics of positive feedback

In this section, I will deal with the characteristics of positive feedback. First, the role of positive feedback in learning is discussed. I will then present different types of feedback and the matters that teachers should take into account when giving positive feedback, such as pupils' reactions to positive feedback and different age groups.

Sinclair and Brazil (1982: 44) state that receiving feedback is essential in learning. Brophy (1981: 21) confirms that pupils need feedback on their progress and behaviour although the need for positive feedback can be disputed but most students like to receive positive feedback when it is genuine. However, Brophy also states that students are perfectly capable of learning all the necessary matters and improving their self-concepts without receiving any positive feedback. Henderlong and Lepper (2002: 777) support this argument by explaining that in some cultures feedback is only given when it is corrective. They do, however, argue that our Western culture is different to the cultures ignoring positive feedback and we should, therefore, not draw any conclusions based on those comparisons. Henderlong and Lepper conclude by stating that teachers should always consider the situations where positive feedback should be given in order for it to be effective.

Burnett (2002: 6) presents two types of positive feedback. The first is called effort feedback, which means that the teacher comments on students' input and contribution. The teacher might say that "you've been really hard-working lately, well done" when

giving effort feedback. The other type of feedback is called ability feedback, which means that the teacher focuses on students' abilities. Thus, the teacher might give students feedback such as "You are really good with puzzles". Ability feedback can improve pupils' knowledge of their strengths, which can help in selecting learning strategies and thus learning results. Hargreaves, McCallum & Gipps (2000: 21) confirm this as well: feedback can definitely improve pupils' understanding of their learning styles and thus lead to better learning results.

Henderlong and Lepper (2002: 785) argue that every pupil should receive positive feedback even though not all of them have good grades. They explain that children should not be compared with each other as is often done but that they should be regarded as individuals and given positive feedback accordingly. One can conclude that teachers should compare individuals' performance on their earlier achievements and abilities and give positive feedback based on those comparisons. Otherwise, if positive feedback is given merely based on comparing pupils with each other, pupils often performing poorly will never receive any positive feedback because there is always at least one pupil doing better than they are.

According to Brophy (1981: 20), pupils regard positive feedback from their teacher in different ways. He explains that some pupils might be motivated because of it and some might consider it a punishment if they are trying to avoid being the teacher's favourite. Brophy continues by stating that teachers are, however, aware that their praise might not be highly appreciated by their pupils. They should, therefore, give praise accordingly. Henderlong and Lepper (2002: 787) also state that there are gender differences in reacting to feedback because girls and boys often receive differing feedback that might include differing expectations as well. They remind that boys might frequently receive positive feedback on their achievements whereas girls often get positive feedback for good handwriting or a clearly organised notebook. If pupils receive positive feedback on good handwriting instead of the content of the text, their motivation might decrease. That can lead to underachieving.

Different age groups regard positive feedback differently. Brophy (1983: 280) claims that children in grades 1-5 are willing to please the teacher whereas children in grades 6-9 are more likely to want the acceptance of their peers. He (1983: 281) states also that it applies to all children regardless of other factors such as gender or ethnic background. Kohn (1993: 104) affirms that small children usually need approval. Tapp and Lively

(2009: 2) argue that the motivation to succeed in order to please the teacher gradually decreases with age. Henderlong and Lepper (2002: 790) also claim that teenagers strive in on one hand performing well and thus making teachers happy and on the other hand being on friendly terms with their peers. The problem is that peers might value different matters than teachers: peers might not appreciate performing well. Kohn (1993: 104) states that many factors, such as background, personality and gender, can influence the way pupils react to positive feedback. Giving positive feedback to pupils is thus a complex matter.

3.3 The advantages of giving positive feedback

This section deals with the many advantages that positive feedback has. I will discuss for example how positive feedback promotes good behaviour and good relationships between teachers and pupils. Moreover, the effects that positive feedback has on motivation and self-esteem are presented.

According to Henderlong and Lepper (2002: 776), positive feedback is a useful element in promoting good behaviour in the classroom. Sutherland, Wehby and Copeland (2002: 3) also mention that teachers can use positive feedback as affirmation for desired behaviour. Hathaway (1997: 81) claims that if one receives positive feedback on his or her behaviour, he or she is more likely to repeat the behaviour. Brophy (1983: 272-275), however, states that it is impossible for a teacher to constantly observe every student in the class. Thus giving positive feedback to students for good conduct or performance on a task is not always possible. Nevertheless, it is important that pupils receive praise as often as possible when they deserve it. That way they will be constantly complimented on their good behaviour and prefer good conduct over poor behaviour. If pupils behave well, teachers do not need to use their time and energy on classroom management.

Teachers can use positive feedback as a tool in creating good relationships with pupils (Brophy 2010: 139). Also Hathaway (1997: 81) confirms that positive feedback can produce better relationships. Brophy (2010: 139) explains that the teacher can compliment pupils for example on their clothes (“I like your new shoes, Ben”). He argues that this kind of positive feedback can be used with all pupils but it can help especially with unsociable pupils with whom the teacher has difficulties in connecting. Giving positive feedback on matters that have no connection to school shows that the teacher is interested in his or her pupils not only professionally but as people. Kohn

(1993: 97) confirms that giving positive feedback will most likely make the praised pupil like his or her teacher more. Indeed, positive feedback can lead to better pupil-teacher-relationship, which will presumably lead to better learning environment and thus learning results.

Henderlong and Lepper (2002: 775-776) argue that positive feedback influences students' motivation. They also divide motivation into two categories: intrinsic and extrinsic motivation. If students have intrinsic motivation, it means that they are persistent and always want to learn new things. Positive feedback at its best can increase students' intrinsic motivation. It can happen when positive feedback first leads to students' recognition of their own capabilities and this way to students regarding only themselves as responsible for their learning and achievements, which is highly beneficial in learning. Extrinsic motivation, on the other hand, means that students only want to succeed because they want to pursue some kind of a prize or profit. In addition, some students might for example behave well just for the sake of maintaining a good relationship with their teacher because he or she also evaluates them and not due to positive feedback itself. All in all, positive feedback can have an effect on both types of motivation. More importantly, it does not always matter which type of motivation students have as long as they are motivated because having no motivation to learn is quite a big problem.

According to Brophy (2010: 101), there are pupils who learn and advance more slowly than others in every classroom. According to Brophy, some pupils are "low-achievers" who never perform as well as they could. He explains that it is of great importance that the teacher tries to motivate them with positive comments: otherwise they would not learn much because they do not value school in general. The teacher can make school work meaningful to them through positive feedback. Encouraging low-achievers with positive feedback came up in the teacher interviews and is therefore further discussed also in 5.1.4.

Positive feedback can improve children's self-esteem (Kohn 1993: 101). Kohn explains that it should be taken into account especially in primary school where pupils are still developing their self-esteem. However, one has to be careful in supporting the growth of one's self-esteem: positive reinforcement might not be taken positively especially among adolescents. Kohn also explains that children do not automatically get

confidence from hearing positive comments about themselves. However, receiving no positive comments will certainly not improve anyone's self-esteem.

All in all, it can be said that positive feedback has many advantages. For example, it can improve pupils' motivation and increase good behaviour, which has a positive effect on teachers' classroom management. Also, positive feedback can promote good relationships between pupils and teachers. Furthermore, children's self-esteem can be improved through positive feedback.

3.4 The challenges of giving positive feedback

In this section, I will present the challenges of positive feedback. I will first discuss the conflicting results of studies on positive feedback. I will also present how differently pupils can react to positive feedback. The matters that teachers need to consider when giving positive feedback are also discussed.

Henderlong and Lepper (2002: 774) present an interesting dilemma in giving positive feedback. They claim that people usually consider positive feedback an essential matter in education and are highly encouraged to give it, while several other studies have shown that giving positive feedback can also be useless or even detrimental. One should, therefore, not draw conclusions that positive feedback automatically creates favourable results. Nevertheless, as Henderlong and Lepper (2002: 781) explain, pupils have a tendency to take part in those activities from which they have received positive feedback. Also Kohn (1993: 108) confirms that feedback can promote interest in specific tasks and exercises. One can conclude that positive feedback can, in fact, be the key to student involvement during lessons.

Brophy (2010: 139) also states that positive feedback is a problematic matter. He argues that not all students like to receive positive feedback individually: students might feel that their accomplishment was not worth praising or they simply do not want to be in the center of attention. Some students can even get irritated when they get positive feedback or compliments for something that they feel is in fact an attempt to influence their classmates. As Gordon (2006:12) claims, positive feedback can be taken as a means to get the pupils to do what the teacher wants. Kohn (1993: 106) argues that teachers should always think about the possible pitfalls of positive feedback beforehand. Being genuine is one of the pitfalls.

According to Henderlong and Lepper (2002: 778), sincerity is an essential thing in giving positive feedback. Kohn (1993: 109) agrees with the statement: genuine delight should be expressed spontaneously. However, Henderlong and Lepper (2002: 778) point out some challenges in genuine feedback. Firstly, it can be difficult to make sure that the students believe the teacher is being sincere. Teachers should, therefore, give positive feedback for good work or good behaviour only when they mean it. Thus, the positive feedback they give is more likely to seem genuine. Secondly, the relationship between the teacher and the pupils has an enormous effect on the way the students deal with the feedback. If the relationship is poor, they will most likely regard positive feedback as forced or even think that the teacher wants to control them. Thus, the meaning of the positive feedback given can easily be misunderstood. The importance of sincere feedback came up in the interviews and is discussed also in 5.1.4 and 5.2.4.

Giving positive feedback can decrease students' motivation because it implies that the teacher is assessing their work (Henderlong and Lepper 2002: 777). This is a highly problematic matter. However, evaluation is an essential part of school and cannot be completely removed. Teachers should, therefore, create a non-competitive atmosphere in the classroom and make sure that evaluation is as unnoticeable as possible during classes so that it does not disturb students' performances. Kohn (1993: 110) also states that positive feedback should never be given by comparing a pupil to other pupils. In addition, as Henderlong and Lepper (2002: 787) point out, teachers should not include overly challenging expectations in their feedback. Otherwise pupils might start feeling the need to aspire towards perfection. Henderlong and Lepper (2002: 790) emphasise that teachers should make sure that their pupils are not afraid of making mistakes: despite evaluation and aiming at good skills, mistakes are a natural part of learning. Thus, positive feedback should be used also as an encouragement and as a way of creating positive atmosphere in general in the classroom.

Positive feedback has to be accurate and systematically given (Brophy 2010: 141). Otherwise students might not know the reasons for getting positive feedback. Wood and Freeman-Loftis (2012: 34) confirm this: they argue that feedback should be as accurate as possible. In addition, teachers have to make sure that they always give positive feedback based on permanent grounds: if a student gets positive feedback on success on a matter, the same kind of feedback should be given to all students achieving the same goal. Kohn (1993: 103) explains too that specific feedback is more likely received positively than vague feedback. Henderlong and Lepper (2002: 786) also state that

pupils should always know the precise reasons for receiving positive feedback. They explain that knowing the reasons will increase pupils' motivation because then they will feel that they have earned the feedback. In addition, Henderlong and Lepper claim that giving precise feedback will give pupils knowledge about their strengths and the skills they still need to practice. Hence, it is important that teachers pay attention to what they say to their pupils when giving positive feedback. Being precise can be difficult: it is easier and quicker to say only "good" instead of elaborating what specifically was good in the performance.

Too much praise can even lead to unwanted responses with some pupils (Brophy 1981: 21). Positive feedback might also imply low ability: students receiving positive feedback after performing an easy task might feel that the teacher does not think highly of their abilities (Henderlong and Lepper 2002: 780). However, teachers can avoid these misunderstandings by stating the reasons for giving positive feedback, for example that they give positive feedback on successfully performed tasks regardless of their pupils' abilities. Indeed, giving positive feedback is a delicate matter on which teachers should concentrate so that students do not misinterpret it.

Positive feedback should always concentrate on students' work and achievements instead of for example neatness or status in the class (Brophy 2010: 139). If the teacher gives positive feedback to a pupil for good work and for good handwriting to another, it diminishes the latter pupil's effort and outcome (Henderlong and Lepper 2002: 787). The feedback given will presumably decrease the latter pupil's motivation. On the other hand, if the teacher is able to give feedback in an equal manner for everyone it can increase pupils' motivation and they can trust that the given feedback is earned.

In conclusion, it can be said that positive feedback is a challenging matter. As discussed, it can decrease pupils' motivation and when too much of it is given, it can have unexpected results, such as pupils not thinking highly of their abilities. Teachers are always facing the difficulty of equality as well. It can also be said that it can be difficult to meet the demands of sincerity and accuracy in giving feedback.

3.5 Previous studies on positive feedback and teacher praise

Positive feedback and teacher praise have been studied in many different ways. A study like the present study has not been made but positive feedback and teacher praise have been studied in many other points of views. In this section, I will take a look at the

previous studies. In general, they have focused on how students react to feedback, what kinds of effects feedback has on the classroom environment and how pupils want to be praised.

In a study by Ilies, De Pater & Judge (2007) university students were asked to do assignments after which they received feedback on their performance. Afterwards they were asked about the feedback they were given and how it affected them. The tasks, the feedback given and the students' answers were performed online. The results showed that positive feedback increases positive emotions among students and can thus promote their motivation.

Lipnevich and Smith (2009) studied students' conceptions on the effect that feedback has on them. The participants in the semi-structured conversations were university students. The results show that students prefer detailed feedback instead of grades: detailed feedback was mentioned as the most useful for learning. Grades were reported to have a decreasing effect on motivation. Mere praising was considered inefficient for learning itself but it was acknowledged that it creates positive emotions.

Burnett (2002) focused on teacher praise and students' perceptions of classroom environment in his study. The participants of the study were elementary school pupils who answered questions about teacher praise based on a special scale planned especially for the study. Burnett made interesting findings. For example, he discovered that students who considered the teacher giving a lot of negative feedback also regarded their relationship with the teacher as negative. Another important finding was that while ability feedback correlated to students' understanding of their classroom environment, effort feedback had an effect on student-teacher relationships. Thus, the students who found that they got a lot of ability feedback also regarded the classroom environment as good, whereas students who got more effort feedback told about their good relationships with their teacher. Burnett drew a conclusion that both types of feedback have direct or indirect effects on students' views on classroom environment. In addition, Burnett found that students who are satisfied with the atmosphere in the classroom got more positive feedback from the teacher in general and less negative feedback than displeased students. The study clearly shows that positive feedback has an effect on students and the learning environment.

Burnett (2001) studied also how students want to be praised by teachers. He used a set of ten questions about praise and the participants were elementary school pupils. The

results showed that the majority of the pupils want to receive positive feedback often or sometimes and only few reported that they do not want to be praised at all. Many pupils want to receive more effort than ability feedback. Also, pupils want to be praised for both performance and behaviour based on the results. Interestingly, Burnett found that 10-11-year olds want positive feedback more than other age groups and that girls prefer effort feedback more than boys. The study is of relevance not only due to the results but also because the sample is substantial with 747 pupils.

Mueller and Dweck (1998) conducted a study where they compared the effects that effort and ability feedback have on pupils in the cases of succeeding and failing among fifth graders. They found that in the case of succeeding, pupils who received positive feedback on ability (intelligence) became more interested in performing well and comparing their results to others. Pupils who received positive feedback on effort (hard work), on the other hand, were interested in learning more and mastering new skills. Also, pupils who got ability feedback blamed their poor abilities for failing whereas pupils who got effort feedback thought that they had simply not tried hard enough.

Archer-Kath, Johnson and Johnson (1994) compared the effects of individual and group feedback in cooperative learning situations. The participants were middle school pupils that were divided into groups. Each group was randomly selected to receive individual or group feedback. The focus of the study was in behaviour, attitudes and achievement. The results show that individual feedback increased pupils' motivation and improved their achievements and the relationships among the participants in the group. In addition, pupils' attitudes towards the subject that was taught improved.

Miller, Horn and Harry (1997) investigated through a questionnaire how pupils react to positive and negative feedback. The participants in the study were fourth, sixth and eighth graders. Miller et al. made an interesting finding in their study. They discovered that pupils often consider ability as capacity. Furthermore, when a pupil is given positive feedback on performance, pupils think that the praised pupil has a lower ability and is therefore given positive feedback. They also found that older pupils do not necessarily wish to receive positive feedback.

Non-specific and specific positive feedback has been studied from various points of views. For example, Tapp and Lively (2009) studied what university students think about specific and non-specific positive feedback. One group of students were given specific feedback that consisted of detailed information on what was good in students'

performances whereas the other group got non-specific feedback that only included short expressions, such as “great work”. Students were asked about their opinions on the feedback they received. The results showed that specific feedback increases students’ motivation and improves their self-esteem. In addition, Fullerton, Conroy and Correa (2009) studied how specific positive feedback affects the behaviour of children with behavioral disorders. They discovered that the more the teachers used specific positive feedback, the better the children behaved.

All in all, studies on positive feedback have shown that positive feedback creates positive emotions and can improve pupils’ motivation as well. Also, it can be used in promoting the environment in the classroom and pupils’ attitudes towards the taught subject. Moreover, the results indicate that some pupils might consider ability and capacity as the same. They might, therefore, consider that they are given positive feedback because they cannot perform better. The results show also that positive feedback that is specific is a good way of promoting good behaviour.

The concepts and previous studies that are relevant for the present study have now been discussed. Next, I will introduce the present study in detail.

4 THE FRAMEWORK OF THE PRESENT STUDY

In this chapter, I will introduce the present study that is qualitative by nature. Since the topic deals with verbal positive feedback during EFL lessons, it was natural to record lessons in order to get an idea of the real situation in the lessons. Interviews were also made in order to get participants' own views on the issue. The first part of this chapter describes the aims of the study and presents the research questions. The second part introduces the methods of data gathering and the participants of the study. Finally, the methods for analysing the data are discussed in the last section.

4.1 The aims and research questions

The purpose of the present study is to compare giving positive feedback in primary and secondary school. The focus is in positive feedback given orally during English lessons. Specifically, the study aims at investigating the possible differences and similarities between the two school levels since the pupils are of different age groups. The hypothesis is that small children receive generally more positive feedback than adolescents. The study also strives to find out the actions or performances that lead to receiving positive feedback: do pupils get positive feedback for good work, good behaviour or something else and in what proportions? Furthermore, the purpose of the study is to figure out how the teachers' and pupils' views on positive feedback correlate with each other.

The research questions of the present study are:

1) What is positive feedback like according to teachers and pupils?

It is important to investigate the views of what positive feedback is like so that the comparison between teachers and pupils can be made.

2) What are the actions or performances that lead to positive feedback and how is it given?

Pupils can receive praise for different matters, such as good behaviour or good work. The aim is to find out how much positive feedback pupils receive from each matter and to compare the two school levels. Also, the purpose is to find out how positive feedback is given.

3) What are the reasons for giving positive feedback?

The aim is to find out if positive feedback is given because it for example increases motivation or for some other reasons.

4) Are there factors that have an effect on positive feedback?

Factors such as gender, skill levels and working methods can have an effect on positive feedback. The purpose is to investigate which factors affect positive feedback in the two school levels.

5) How do pupils' and teachers' views on positive feedback correlate with each other?

Teachers can say that they for example give a lot of positive feedback to their pupils but the pupils might have a different view on the matter. The aim is to find out if the pupils agree with their teachers' views and to compare the two school levels in this view as well.

6) What kind of differences and similarities are there between primary and secondary school in giving positive feedback?

The aim is to find out if there are differences between the two school levels in any matters concerning positive feedback, such as the amount of positive feedback or the ways of giving positive feedback, and what the differences are like. Equally, the possible similarities are of interest.

4.2 The methods for gathering data

In this section I will discuss the data gathering methods. Two different kinds of methods were used in collecting data, observing and recording lessons and interviewing participants, and they will, therefore, be discussed separately. Observing is dealt with in the first part with ethical issues related to observing in the classroom context. The second part discusses the reasons for choosing a semi-structured interview and reports on the conducted interviews as well. The last part introduces the participants of the study.

4.2.1 Observing and recording lessons

Practicing observing is essential in order to achieve results from observational data (Stake 2010: 94). For this reason, I did initial observation on six classes, three from each teacher, before doing the recordings. Practice proved to be useful: observing before recording the classes gave me a clear picture of what kinds of points I could find and use in my study. More importantly, observing helped me to create the questions for the interviews.

Stake (2010: 90) argues that observing is a popular method for gathering data in qualitative studies. He (2010: 91) suggests that there are two different kinds of observational data, which are “interpretive and aggregative data”. Interpretive data means that it is relevant and does not have to be linked to any other points: it has value in itself. As for aggregative data, it has to be connected to other data in order to be relevant. For example the data from the recorded classes is both: some parts of the observational data need to be linked to other data in order to be significant but other parts of it provide answers for the research questions directly. For example, my second research question (What are the actions or performances that lead to positive feedback and how is it given?) can be answered on the basis of the lesson observations but the observations can also be compared to what the teachers or the pupils said in the interviews.

After practicing observing I recorded lessons: three 45-minute lessons from the 6th grade and three 45-minute lessons from the 9th grade. The group sizes varied from 10-20 pupils depending on the absences. The lessons were recorded with a video camera. An mp3-player was also used in order to make sure that all the speech would be recorded. The classes were taught by the teachers who were then interviewed. In addition to recording, I also made notes about the lessons to help in the analysis of the recordings.

A variety of ethical points were also to be considered in recording the lessons. The teachers were not aware of the topic of the present study during the recordings. I only told them that I would concentrate on their behaviour because I wanted to make sure the lessons would be as natural as possible. In addition, both teachers agreed that it is best to not to know the topic: otherwise it could have been difficult for them to act normally and not to pay special attention to their behaviour in giving positive feedback. It was the best solution also considering the reliability of the study: otherwise the pupils and the teachers might have acted abnormally, which would have led to unrealistic results. The

pupils were also informed that the lessons would be recorded and that the teacher was the main interest of the study. In addition, the pupils' guardians were asked for written consent for recording (see appendix 3) since the pupils are minors.

Blommaert and Jie (2010: 27-28) argue that when data is gathered through observing "there is always an observer's effect." They explain that it means that an observer does not normally belong to for example a classroom. The presence of the observer has an effect on the pupils and the teacher: they might not act the way they normally would. However, Blommaert and Jie (2010: 28) state that one can avoid that by doing a lot of observing and thus familiarizing the subjects with the observer. In the present study, this was done through initial observing: the subjects had the chance to get used to my presence in the classroom. When the recordings started, they had already gotten accustomed to me and seemed to act normally. In addition, Blommaert and Jie (2010: 28) point out that the way one uses the camera has an effect on the subjects: if one for example follows the teacher around in the classroom with the camera close to the teacher's face, it can be stated that the camera will presumably have an effect on the teacher. In the present study, the camera was located at the back of the classroom all the time. It can, therefore, be stated that its presence had minimal effects.

4.2.2 The interviews

In this section, I will discuss the interviews. First, I will give reasons for choosing interviews for data gathering methods and introduce semi-structured interview and its challenges. I will then discuss the conducted interviews.

Interviews help in finding answers that cannot be found with for example observing (Stake 2010: 95). It was, therefore, essential to conduct interviews in addition to observing and recording lessons. Otherwise, the data would have been one-sided and could not have answered all the research questions set for the present study. For example the fifth research question (How do pupils' and teachers' views on positive feedback correlate with each other?) could not have been answered without the interviews. Comparison is a vital part of the study so the interviews were essential.

According to Hirsjärvi & Hurme (2001: 43-47), there are differing forms of interviews: structured interviews, semi-structured or thematic interviews and open interviews. In a structured interview the questions and the order in which they are presented are completely set beforehand, whereas in a semi-structured interview the questions are

more like suggestions for topics of conversation and the interviewer can change the order in which they can be presented. Hirsjärvi and Hurme explain that a deep interview consists of open-ended questions and can be difficult to differentiate from a conversation. For the present study, a structured interview would have been too restricted and an open interview too difficult to conduct. Thus a semi-structured interview was selected as the method for gathering data.

Hirsjärvi and Hurme (2001: 35) state that a semi-structured interview has many advantages. Firstly, it allows the interviewees to express themselves freely. Stake (2010: 95) confirms that open questions are a good way of letting the interviewees tell their own views about the matter, through questions such as “How do you feel about this”. Secondly, Hirsjärvi and Hurme (2001: 35) point out that a semi-structured interview is a suitable method for gathering information when it is clear that the answers will provide many aspects and are ambiguous. Thirdly, they argue that the possibility to ask for clarifications is essential: otherwise some of the answers might be impossible to analyse because they would not be understood. The possibility of clarifications and follow-up questions was especially important in the present study because children were interviewed as well. They often have difficulties in expressing themselves both in writing and in speech: interviewing gives the opportunity to ask for clarifications, which a questionnaire for example does not enable. The risk for misunderstandings would have been too great if a questionnaire had been used. Coming up with easily understandable questions for a questionnaire for the pupils would have been too challenging a task. For these reasons, a semi-structured interview was considered the most suitable method for gathering data in the present study.

Although a semi-structured interview is a useful way of gathering information, there are some challenges in it, as Hirsjärvi and Hurme (2001: 35) point out. First, the reliability of an interview can be disputed. For example, the interviewees tend to give socially acceptable answers that do not reflect the facts. Interviews are not, however, the only data gathering method in the present study. Second, Hirsjärvi and Hurme point out that conducting an interview demands skills from the interviewer. Thirdly, analysing the results of the interviews is demanding because there are no set models for it. In conclusion, one has to be well prepared for an interview and plan the analysis carefully.

It is demanding to interview children and especially adolescents as Hirsjärvi and Hurme (2001: 132) argue. They explain that it is important to motivate adolescents in order to

get them to answer the questions properly. In addition, the interviewer should make adolescents feel that he or she is interested in them. However, motivating the pupils or showing special interest towards them was not needed in the present study because the interviewed pupils were eager volunteers. Naturally I informed my interviewees that I was interested in their opinions, which showed interest in them. Also, the pupils had seen me several times since the interview was held after the observations: I was not a stranger to them and creating a relaxed atmosphere was thus easier than with strangers.

The pupils were interviewed in two groups: the primary school pupils as a group and the secondary school pupils as another group (see the semi-structured interview form in appendix 2). The pupils did not have any set order in which they presented their opinions. Instead, the interviews were more like group discussions, which was useful: the atmosphere was relaxed and it was evident that the pupils were carefully considering the prepared questions and themes, such the concept of positive feedback, the amount of positive feedback, the actions or performances that lead to positive feedback, the effects of positive feedback and equality in giving positive feedback. Both interviews were held at the pupils' schools and lasted 20 minutes. The interviews were also recorded for analysing with an mp3-player. Both interviews were conducted in Finnish. The pupils' guardians were asked for written consent for interviewing (see appendix 4) since the pupils are minors.

The two teachers were interviewed individually (see the semi-structured interview form in appendix 1). There were two reasons for individual interviews: firstly, it would have been too difficult to find a date suitable for everyone to conduct a group interview and secondly, an individual interview provides privacy for the interviewee. After all, the questions were designed to make the teachers contemplate their work in detail, which can be a sensitive matter. For example, one of the teachers told me she began doubting if she actually executes the points she presented as important in her way of giving positive feedback. It is best to deal with such delicate matters privately. The interviews were held at the teachers' workplaces and lasted 30 minutes each. Both interviews were recorded for analysing with an mp3-player. I had prepared a set of questions and themes, a semi-structured interview questionnaire, but the interviews were more like conversations with the exception that I made sure all of my questions were covered. Both interviews were conducted in Finnish.

4.2.3 The participants of the study

The participants consisted of a primary school teacher, a secondary school teacher and their pupils. The school where the participants are from covers both primary and secondary school and is situated in Central Finland. I first contacted the teachers via e-mail and they agreed to participate in the study. Both teachers are women, have at least five years' experience of teaching and have also taught in primary and secondary school. They both also had a class with pupils of suitable age for the present study whose lessons I could observe. Then I asked for volunteers among the pupils for the interviews: the interviews were conducted after school so the participants had to be volunteers. The primary school pupils were three girls and one boy from the 6th grade and the secondary school pupils were six girls from the 9th grade. I did not ask for any background information about the participants because the aim of this study was not to compare the pupils' answers for example with their background. Instead, the aim was simply to investigate the participants' opinions on positive feedback.

My original intention was to get an even number of boys and girls from both school levels to be interviewed but it proved to be impossible. The boys were not against being observed but they were in general not interested in participating in the interview and I did not want to force anyone to take part in it: participants who do not actually want to participate are evidently not the best source for truthful answers that would be valuable for the analysis. Moreover, the purpose of the study is not to compare gender differences in views on positive feedback. Thus, I settled for the pupils who volunteered and were eager to do the interview. For the same reason, the number of the participating pupils in the two school levels is not the same. But, since there were no more volunteers and I did not have time to find more interviewees, I settled for the ones I got.

4.3 The methods for analysing data

In this section, I will discuss the method for analysing the data. I will first deal with the analysis of the interview data. Then I will discuss the analysis of the observational data. It was logical to analyse the interviews first: I got an understanding of the teachers' and pupils' views, which I could then compare to the situation in reality.

Content analysis was chosen for the method of analysis for the interviews. As Krippendorff (2004: 21) states, texts, such as recorded speech, are the start for content analysis. He (2004: 18) explains that content analysis is making conclusions from a text

and then using the conclusions. For these reasons, content analysis was chosen as the most suitable method for analysing the interviews.

Before starting the analysis itself, I made rough transcriptions of all the interviews. The purpose was to get the data into a form that would be easy to analyse. I paid no special attention to details, such as marking rising intonation, in making the transcripts because the purpose of the present study was to investigate views and opinions, not to do conversation analysis. Instead, I only focused on writing down everything that was said during the interviews in a clear form for analysing. Transcribing was time-consuming but proved to be useful for the analysis, which was then easier to do.

After transcribing I started analysing the data critically. In order to find the most important issues I went through the data in parts: first I examined the teacher interviews and then the pupil interviews. I searched for relevant issues in every transcript keeping the research questions in mind. After each part I made a summary of the main findings. After that I started coding the findings. Stake (2010: 151) explains that coding means grouping the data according to different themes that have significance for the study. He argues that it is a natural part of qualitative analysis. Furthermore, he states that coding reveals the most important matters for the study. After coding I started comparing the teacher interviews and the pupil interviews with each other and lastly with the recorded lessons. The findings of this analytic process are discussed in the next chapter.

The recordings provided a lot of video material. It was obvious that it would take a lot of time to analyse the recordings. Thus I started with making rough transcriptions on the recordings: writing down everything in a clear form was necessary for the analysis, as was the case with the interviews. Then I defined what kinds of comments from the teachers would count as positive feedback. It was easy to do because there were not that many different kinds of expressions or words that were used: good, excellent, that's the way to do it and good job are examples. The same kinds of expressions were also mentioned in the interviews, which was important to consider in comparing the answers and the reality. After that I started searching for situations where positive feedback was given, counted their amount and wrote down if the situations dealt with individual or collective feedback. After that I marked some of those situations to be used as examples in the study. I also categorised the positive comments made by the teachers based on the pupils' actions that lead to positive feedback. As mentioned, I compared the results of the recordings with the interviews lastly.

5 THE RESULTS

The results are presented and discussed in this chapter. The first section deals with the teachers' views and the second with the pupils' views. Comparisons between the pupils and the teachers and between primary and secondary school are made in the third section. The last section presents the lesson observations and compares the two school levels with the results from the interviews.

5.1 The teachers' views

The teachers had agreeing and disagreeing opinions on positive feedback. In this section, I will compare their views and discuss how they relate to previous research as well. I will present extracts from the interviews in order to give a clear image of the teachers' views. Abbreviation PT will be used to refer to the primary school teacher and ST to the secondary school teacher in the given examples.

5.1.1 The concept and the amount of positive feedback

The teachers had ambiguous views about what positive feedback is. The secondary school teacher started answering by stating that positive feedback often means saying "good" to a pupil's correct answer to a question (example 1) whereas the primary school teacher started by talking about smiling and expressions but also mentioned reacting to pupils' questions as did the secondary school teacher (example 2). Kauppila (2006: 35) mentions that smiling tells about friendliness and openness, which support the primary school teacher's answer to what positive feedback is.

1. ST: *Quite often it's when we go through an exercise and a pupil says the correct answer and then you say yes, that's right very good... That's the first thing that comes to my mind. Then I hope that I give feedback on other things as well like good behaviour or even on things that have nothing to do with English classes and that I have a connection to the pupils.*

Monestihan se on sitä että kun tarkastetaan jotain ja oppilas sanoo oikean vastauksen niin sitte sanotaan että juuri näin ja hyvä ja excellent. Että varmaan se tulee ensimmäisenä mieleen. Sitte tietysti toivon että sitä palautetta tulis annettua muustakin mitä siellä tapahtuu että just niin kun hyvästä käytöksestä ja opetettavaan aineeseen liittymättömistä, et ois semmosta inhimillistä kontaktia niihin.

2. *PT: If you think about the most basic things you can say that a smile or a positive expression is positive feedback. But it's also praising words... And then if you think about checking an exercise and when the pupils answer you say good excellent very good... That's also positive feedback.*

Jos lähetää ihan niin ku yksinkertaisimmista nii se on hymy tai positiivinen ilme. Mut tietysti sitte se on kehusanoja. Ja sitte mun mielestä positiivista palautetta on sekin että jos aatellaan ihan tehtävän tarkistamista ja sitten ne sanoo jotakin ja minä että yes good excellent very good. Kyllä sekin on positiivista palautetta.

It is interesting that the secondary school teacher started off with responding to pupils' correct answers whereas the primary school teacher mentioned that as a last point in her response. However, the comments reflect the pupils' age and the difference between the school levels: in primary school teachers might concentrate more on being not only teachers but also warm and encouraging people while in secondary school the lessons are more about the subject that the pupils are supposed to learn. One can argue that the lessons are more matter-of-fact in secondary school than in primary school. Hence, the given feedback is more mechanical and exercise-oriented.

As discussed in chapter 3, it is difficult to differentiate the concepts of praise and positive feedback. However, one can suggest that praise includes the teacher's emotions whereas positive feedback includes more mechanical responses to pupils' answers and actions (Brophy 1981: 5). If one uses Brophy's distinction, one can also state that the primary school teacher considers positive feedback to include praise, whereas the secondary school teacher sees positive feedback more as mechanical responses.

When asked about the amount of positive feedback the teachers' answers differed greatly. The primary school teacher answered without hesitation that she gives a lot of positive feedback (example 3) while the secondary school teacher estimated that she does not give enough positive feedback (example 4).

3. *PT: In my opinion I give a lot of positive feedback. I try to teach others to do it as well. You achieve so much more with positive feedback than with negative feedback.*

No omasta mielestäni mä annan aika paljon. Ku mä yritän opettaa sitä muillekin että kehulla saa enemmän aikaan ku motkotuksella.

4. *ST: Probably way too little. It's a matter that you don't necessarily think about that much. And then quite often you assume that your pupils just know when they get something right and that's basically positive feedback that they actually get it right rather than me telling them that it was correct and well done.*

Varmaan ihan liian vähän. Se on jotenkin semmonen asia mitä ei tuu välttämättä hirveesti aina mietittyä. Useesti olettaa ehkä että ne oppilaat esimerkiksi vastatessaan oikein niin jotenkin... Että se kiitos tulee siitä et heillä meni oikein kun siitä että mä varsinaisesti sanon niille että hyvä hienosti meni.

The differing views here again reflect the difference between the age groups. As stated in the theoretical framework as well, Henderlong and Lepper (2002:790) mention that not all teenagers like to be praised whereas Brophy (1983: 280) explains children to be more likely in want of praise because they want to please their teacher. The teachers' answers support these views and are, therefore, not surprising.

The secondary school teacher did, however, mention about differing practices with different groups than with the group whose classes were observed for the present study. The amount of positive feedback that she gives depends also on the level of the group: surprisingly weaker groups receive more positive feedback for succeeding than groups with good skills (example 5).

5. *ST: Especially with this group (the observed group) where pupils have good skills on average I don't think that I give enough positive feedback. Whereas I can immediately think of another group where pupils have poor skills and you just have to give them credit for merely opening their mouth and say yeah good, way to go for trying. You just expect more from these guys and that's probably the reason why I don't give as much praise to them.*

Varsinkin tän luokan kanssa jotka on keskimäärin tosi hyviä niin niitä ei tuu riittävästi kehuuttua. Sit heti tulee mieleen joku toinen luokka joka on tosi heikko niin niitä on pakko jo siitä että ne saa vaikka suun auki niin kun et hyvä hyvä hienoo ku yritit. Kun näiltä niin kun odottaa paljon enemmän niin ehkä sitä kiitostakin tulee jaettua vähän vähemmän.

Clearly, giving positive feedback is a way of encouraging weaker pupils for the secondary school teacher who also demands more from those who have good skills. She does, however, admit that she does not give enough positive feedback to the group that was observed because she is used to them performing so well all the time. One can criticise her philosophy: all pupils need and deserve positive feedback despite their skills or talent. Henderlong and Lepper (2002:785) confirm this as well by stating that every pupil should receive praise despite possible poor grades. The primary school teacher, on the other hand, tries to give positive feedback to everyone who does well (example 6).

6. *PT: I think I give positive feedback all the time. It's like a reflex.*

Mun mielestä koko ajan tulee mulla sitä yes good... Se on refleksi.

One of the hypotheses of the present study was that small children get more positive feedback than teenagers. The answers from the teachers support it too. As Henderlong and Lepper (2002: 790) also state, it can be challenging to give positive feedback to teenagers. It is, therefore, not surprising that secondary school pupils receive less positive feedback than primary school pupils, at least from the participating teachers. However, there might be some primary and secondary school teachers who would give disagreeing answers.

5.1.2 The importance of and the reasons for giving positive feedback

In this section, I will first deal with the importance of giving positive feedback in general and then move on to presenting specific matters that the teachers consider as their reasons for giving positive feedback.

Both teachers agreed on why it is important to give positive feedback. They answered that motivating the pupils is the main reason for giving positive feedback (examples 7 and 8).

7. *ST: It is so clear that when you just try to give positive feedback and sometimes even make up something positive to say to them they become more motivated. It is very important.*

Sen ihan selkeesti huomaa, että kun niitä jaksaa kehua ja välillä vähän keksiäkin jotain positiivista sanottavaa niin ne on vähän enemmän motivoituneita siihen tekemiseen. Että kyl se hirveen tärkeätä on.

8. *PT: Because that's how you get the children do even better. When you praise children of this age they do twice as better. Motivating, that's the only reason.*

Sen takia että sillä saa lapset paljon parempiin suorituksiin. Kun tän ikästä lasta vähän kehasee, se tekee kaks kertaa paremmin... Motivointi, ei siinä oo mitään muuta.

Both teachers mentioned motivation as the only reason for positive feedback. Its importance for motivation is confirmed also by for example Henderlong and Lepper (2002) who state that positive feedback can definitely increase students' motivation. However, it is surprising that neither teacher talked about using positive feedback in promoting good behaviour in the classroom, which could have been expected. The teachers presumably use other ways in promoting good behaviour. It is also worth noticing that the secondary school teacher considers positive feedback important for

motivation but yet admits that she does not give enough feedback. The statement is contradictory: since the teacher regards motivating the pupils and especially the role of positive feedback in motivating significant, it would be natural that she would be inclined to give a lot of positive feedback.

One can give positive feedback about different matters, such as good behaviour (Henderlong and Lepper (2002) or effort (Burnett 2002). According to the teachers, there are some similarities and some differences in what kind of actions from the pupils lead to positive feedback. The main difference is that the primary school teacher first answered with a simple “for everything” (example 9) when the secondary school teacher immediately started to talk about doing exercises (example 10).

9. *PT: Everything. For good behaviour, exercises that are well done, encouraging fellow pupils, helping a friend, everything. From anything that you can give feedback, you can give positive feedback.*

Kaikesta. Hyvästä käytöksestä, hyvin tehdyistä tehtävistä, tsemppaamisesta, kaverin auttamisesta, kaikesta. Mistä vaan pystyy antamaan palautetta nii pystyy antamaan positiivista palautetta.

10. *ST: In practice it's probably so that positive feedback is given mostly on the good work on exercises and tasks that they are supposed to do. For behaviour probably less. Then again you assume that this class [the observed group] behaves well so you don't have to encourage them through positive feedback.*

Käytännössä se menee niin että eniten just niistä tehtävistä mitä on pyydetty tekemään että se on tehty hyvin niin siitä tulee palautetta. Käytöksestä varmaan vähemmän. Sitte taas tän luokan kanssa oletus on että he käyttäytyvät hyvin niin sitä ei tarvi jotenkin kannustaa sitä kautta.

Again, the differences between the teachers' views are clear. One of the aims of primary school is to raise children comprehensively to good citizens with strong self-esteem. Considering that aim it is not surprising that small children receive positive feedback on several factors. Secondary school, however, evidently focuses more on giving children skills and knowledge for further education even though it continues the educational work started in primary school. Hence, secondary school pupils receive feedback mostly on performance. As Mueller and Dweck (1998) have found, positive feedback on the effort that the performance demands increases the motivation to learn more. Teachers should take that into account when giving positive feedback on performances. However, according to the secondary school teacher the nature of each group has an effect on positive feedback: to some groups one has to give credit for any possible improvement because for some pupils it might be a challenge even to sit on their seats (example 11).

11. ST: With some groups you just have to give positive feedback like hey, it was nice that you were able to sit calmly on your seat today.

Jonkun luokan kanssa jo siitä että kiva ku istuitte tänää paikoillanne tuolilla nii siitä tulee palautetta annettua.

One point is particularly interesting in the secondary school teacher's answer about which actions she gives feedback on. She explained not giving much positive feedback to the observed group for behaviour because she assumes that they always behave well (example 12).

12. ST: It is a given that they behave well so there is no reason to encourage them to do that through positive feedback.

Oletus on että he käyttäytyvät hyvin niin sitä ei tarvi jotenkin kannustaa sitä kautta.

It is surely easy to assume that pupils know they are doing well but it raises the question of the pupils' motivation to behave well if they never get credit for doing so. As discussed in 3.2, receiving feedback is essential in learning (Sinclair and Brazil 1982: 44). Even if students are assumed to do something well it does not mean that they should not be given positive feedback about it. The pupils might even change the way they behave if they never receive positive feedback about it.

5.1.3 The ways of giving positive feedback

Positive feedback can be given individually and collectively (Brookhart 2008). The teachers' answers differed greatly in this view. The primary school teacher said that she gives individual and collective feedback equally depending on the situation (example 13). As for the secondary school teacher, she answered that she uses mainly individual feedback but that it also depends on the group (example 14).

13. PT: It depends so much on the situation. If a child first behaves poorly and then corrects his or her behaviour, then I give positive feedback about it. Equally if a group behaves poorly and then I tell them to stop and behave well and they do it, then they receive positive feedback collectively. I use individual and collective feedback equally.

Se riippuu niin tilanteesta. Jos esimerkiksi yksilö käyttäytyy huonosti ja sitte korjaa käytöstään niin sen jälkeen mä kehun sitä. Samalla tavalla jos joku ryhmä käyttäytyy huonosti nii sitte mä kurmootan niitä ja sitte kun ne korjaa käytöstään mä annan siitä positiivisen palautteen. Ja yhtä paljon annan molempia.

14. ST: *I give collective feedback probably pretty rarely and again with this class [the observed group] I think it's more about the individuals. To other groups I might say something like you all behaved well today. But with this group I use mostly individual feedback because I just don't know what they get out of it if I say that you all did well today. So I think it has to be about individuals' actions.*

Ehkä harvemmin tulee annettua kollektiivisesti koko porukalle ja jälleen tää luokka [observoitu ryhmä] niin mä luulen et se kohdistuu aika lailla tiettyihin tyyppeihin. Toisissa luokissa tulee annettua semmosta palautetta että olitte tänään kauheen kivasti. Mutta tän porukan kanssa ehkä eniten yksilöittäin, kun en tiää että mitä ne saa siitä irti jos mä sanon niille että tänää meni tosi kivasti. Että se on pakko tulla jostain yksittäisestä toiminnasta.

As Henderlong and Lepper (2002: 786) state, pupils should always know why they receive feedback. It is, therefore, interesting that primary school pupils seem to receive more collective feedback than secondary school students: collective feedback can seem vague to many pupils and especially to small children it might be difficult to interpret. However, as the primary school teacher mentioned, she always tells her pupils what they did right and for what reason they are being praised. One can say that she tries to be clear in that sense.

The secondary school teacher brought up an interesting point when talking about individual feedback. She mentioned that teenagers often prefer individual feedback that is given privately because if they were given positive feedback in front of the whole class they might be seen as teacher's pets (example 15).

15. ST: *It goes along well with the age period that you get feedback a bit secretly so that you don't get the reputation of being the teacher's pet. It's pretty terrible that sometimes it might be best to not say anything at all than always give credit to the same people.*

Kyllähän se siihen ikäkauteenkin sopii että se palaute tulee siellä vähän vaivihkaa että ei tarvi saada sitä mainetta, että on opettajan lellikki. Mikä on aika kauheeta niin mieluummin jopa jättää sanomatta kun että tiettyjä tyyppjä kehuu aina.

Brophy (1981: 20) also explains that pupils consider positive feedback from their teacher in different ways. According to him, some pupils might avoid receiving positive feedback because they do not want to be regarded as teacher's pets. The secondary school teacher's answer is thus in line with Brophy's view.

According to the teachers' answers, there is a difference in how they use praise words. The primary school teacher answered that she knowingly tries to vary her praise words

as much as possible (example 16) whereas the secondary school teacher replied that she does not think about which words to use and that the words come naturally to her (example 17).

16. PT: When I was doing my teacher training I kept using excellent all the time. Then I realised that I needed to change the adjective. So yes, I try to vary.

Joskus harjoitteluaikana mulla alko aina tulla excellent nii sitte tajusin että pitää vaihtaa adjektiivia. Niin yritän varioida.

17. ST: I really don't think about it at all, it's just like one person talking to another. Maybe with some groups I sometimes might think that okey what is the best thing to say here and now I should probably say this.

No en oikeesti mieli yhtään että ihan niin kun ihminen ihmiselle. Ehkä jonkun toisenlaisen ryhmän kanssa välillä mietin että mitä kannattaa sanoa ja nyt varmaan kannattais sanoa näin.

The biggest difference in the way the teachers report about praising concerns the use of I-messages. As discussed in 3.1, I-messages convey the teacher's feelings about a specific matter (Gordon 2006: 179). The primary school teacher explained using them a lot (example 18) whereas the secondary school teacher does not use them at all (example 19). Instead, she regards them suitable for primary school, which evidently supports the primary school teacher in using I-messages.

18. PT: Yes, especially with collective feedback I can say something like it was really fun working with you guys. So no, I don't use only praisal words.

Kyllä, varsinkin kollektiivisessä kehusssa tulee käytettyä, että olipas teidän kanssa kivaa. Että ei pelkästään kehusanoilla.

19. ST: I don't use I-messages with pupils of this age. It would be weird to say that I'm so happy because you did so well. It is more suitable for primary school.

No en käytä tämmösiä minä-viestejä tän ikästen kanssa, se tuntuu hassulta sanoa, että ope on nyt tosi iloinen, kun sinä teit näin. Se kuuluu sinne alakoulun puolelle.

In conclusion, one can say that there are differences between primary and secondary school based on the teachers' views. The primary school teacher reported that she gives both individual and collective feedback whereas the secondary school teacher gives mostly individual feedback. She also mentioned that in secondary school pupils often prefer feedback that is given privately. Another difference is that the primary school teacher tries to vary the words and expressions she uses when giving positive feedback,

whereas the secondary school teacher stated that she does not think about the expressions she uses. In addition, the secondary school teacher does not use I-messages but considers them suitable for primary school, which supports the primary school teacher who uses them.

5.1.4 Factors affecting giving positive feedback

In this section, I will discuss the factors that have an effect on giving positive feedback. The teachers mentioned working methods and pupils' age and skill level as the main factors affecting positive feedback. Gender and equality are also dealt with.

Both teachers agreed that the working methods of the lesson influence giving positive feedback. Their views differ, however, in what kind of effect it has. The primary school teacher explained that exercises and tasks have an effect on the feedback being individual or collective (example 20). As for the secondary school teacher, she mentioned the effect being that if pupils do something productive themselves, they receive more positive feedback than for regular exercises (example 21).

20. PT: If we do something quietly everyone on their own and I go around in the classroom, then I whisper praisal words in to their ears. If we do some nice exercise together or we play a game, then I give positive feedback more collectively.

Jos on hiljasta työskentelyä ja mä kierrän kattomassa nii sit mä supatan korvaan kehuja. Jos me tehään yhdessä jotain kivaa harjotusta tai pelataan peliä nii sit se on kollektiivisempaa, kaikille tarjottua kehua. Työtavat vaikuttaa tosi paljon.

21. ST: Well, of course if the pupils do something themselves, such as a drama or they give a presentation, then I give more feedback than normally. I give more positive feedback from that than when checking regular exercises.

No tietysti jos siellä on jotain oppilaslähtöstä että ne tekee jonkun draaman tai esityksen niin sitte tulee annettua paljon positiivista palautetta. Että enemmän tulee annettua semmosesta kun siitä normitehtävästä joka tarkistetaan.

The teachers had mostly agreeing opinions when asked whether the pupils' age has any effect on giving positive feedback. The secondary school teacher clearly explained that there is a difference between the two school levels (example 22) whereas the primary school teacher first answered that giving positive feedback is the same regardless of the group (example 23) but came to the same conclusion as the secondary school teacher in

the end: one has to be genuine with teenagers. Kohn (1993: 109) confirms that positive feedback should be genuine and spontaneous.

22. *ST: Teenagers spot when you are faking it so you really have to mean what you say. You have to be genuine and also those I-messages work only in primary school. Here you can't talk like that, it just doesn't work.*

No teini-ikäiset huomaa jos siellä feikkaa että pitää oikeesti tarkoittaa sitä mitä sanoo. Pitää olla aito ja sit myös ne minä-viestit toimii vaan alakoulun puolella. Täällä semmonen lässytys ei toimi.

23. *PT: There is no difference. When I taught in secondary school the pupils were just as excited to get positive feedback as pupils in primary school. Well, maybe they understand more complicated expressions. The difference might be that secondary school students notice when you are not being genuine, that "you're praising just because you have to". You have to be genuine.*

Ei siinä oo eroa. Kun mä opetin yläkouluikäisiä ne oli ihan yhtä liekeissä siitä kun mä kehuin niitä. No ehkä ne ymmärtää monimutkasempia kehuja... Ehkä se ero on, että yläkouluikäiset haistaa sen, jos se on epäaitoa, että "kehut vaan kun se kuuluu asiaan". Se pitää tulla sydämestä se kehu.

The teachers had differing views on giving positive feedback to everyone equally in general. It is natural that teachers like some pupils more than others but everyone should receive positive feedback equally. The secondary school teacher immediately recognised that it is difficult to make sure that everyone receives positive feedback equally (example 24). The primary school teacher, on the other hand, explained that she tries to guarantee equality by making sure that everyone gets the floor regularly (example 25). However, it has to be taken into account that getting the chance to say something does not mean that one will automatically get positive feedback too.

24. *ST: I would lie if I told you that I think about if I praise pupils equally or not. It's a good idea and of course it should be like that. But then in reality I am usually focusing on the weaker ones in order to get them to do something. And then the quiet, hard-working ones actually get ignored.*

Valehtelisin jos väittäisin että mieltäisin annanko tasapuolisesti kaikille palautetta. Ideanahan se on hyvä ja totta kai sen pitäis olla niin. Mutta sitten käytännössä mä häärän niitten heikompien luona ja yritän saada niitä tekemään jotakin. Niin sitten ne hiljaset hyvät tekijät kyllä jää oikeasti unholaan.

25. *PT: I try to give the floor to as many pupils as possible so that as many pupils as possible gets to answer and I can say "good" to as many as possible.*

Yritän koko ajan varioida sitä että kuka on äänessä, jotta mahdollisimman moni pääsee ääneen ja mä pystyn sanomaan mahdollisimman monelle että “good“.

According to both teachers, pupils’ gender has no effect on giving positive feedback. Especially the primary school teacher emphasised that she pays a lot of attention to her teaching being equal (example 26) but also the secondary school teacher agreed on the matter. However, she made a point of not knowing how the situation is in reality as she has not pondered it consciously (example 27). This issue will be discussed in 5.4. Henderlong and Lepper (2002: 787) state that boys might frequently receive positive feedback for their achievements whereas girls often get positive feedback for good handwriting or a clearly organised notebook. This did not, however, come up in the teachers’ answers.

26. PT: Gender has no effect. I’m really careful with that. I insist that my teaching is exactly the same for boys and girls.

Ei vaikuta. Siitä mä oon hirveen tarkka. Mä pidän kynsin ja hampain kiinni siitä että mun opetus on tytöille ja pojille täsmälleen samanlaista.

27. ST: I would say that it has more of an influence if the pupil is weak and needs a lot of encouragement. But I don’t know how it is in reality. Because quite often girls are hard-working so you assume that they do everything whereas boys might be a bit lazy and more in need of encouraging. But I haven’t thought about it consciously.

Luulisin et ennemmin vaikuttaa se että onks oppilas heikko, että tarviiko se sitä kannustusta. Mutta mitä se sitte käytännössä on? Kun monesti tytöt tekee sääntillisesti niin oletus on että heillä on homma hanskassa ja sitte pojat taas voi olla vähän laiskempia ja tarvita sitä kannustusta enemmän. Mutta en oo miettiny sitä tietosesti.

The secondary school teacher’s point about the situation in reality is valid: it is challenging to execute equality in the classroom and especially to monitor if it is executed all the time during every lesson. The answers show at least that neither teacher intentionally favours either gender, which is encouraging. If one wants to support pupils’ growth towards individuals who support equality in society in general, it is of importance that teaching is equal too. Equality will be discussed more in 5.3.4 where teachers’ and pupils’ views are compared.

The question of whether or not pupils’ skill level has an influence to the kind of positive feedback they receive was difficult for both teachers. At first, they said that they had never even thought about the matter. They had, however, somewhat agreeing views:

both give positive feedback more easily to the pupils who tend to perform poorly (examples 28 and 29).

28. *ST: I feel that I give more positive feedback to the weaker students and I think more about the situations when to praise them. Whereas I feel that I let the better groups just slide and I assume that they know they're good. I think there's a clear difference there.*

Musta tuntuu siltä, että niitä heikompia tulee kehuttua enemmän ja tulee enemmän mietittyä että nyt pitäis kehuu. Kun sitte tuntuu että nää hyvät ryhmät menee vaan omalla painollaan ja olettaa että he tietävät olevansa hyviä. Kyllä siinä on selkee ero.

29. *PT: I consider it important that the weaker pupils get positive feedback regularly. Maybe I am more prone to give positive feedback to the weaker ones. But that you're an A-pupil doesn't mean that you don't need praise. I give praise to those pupils just as much.*

Mä pidän tärkeenä että heikko oppilas saa tasasesti positiivista palautetta. Ehkä mä herkemmin kehun sitä heikkoa. Mutta ei se että olet kympin oppilas tarkoita ettetkö tarvis kehuja. Kyllä mä niitäkin kehun ihan samalla tavalla.

It is important to notice how the primary school teacher emphasises that she gives positive feedback to everyone even though she gives it more easily to weaker pupils, whereas the secondary school teacher clearly acknowledges that the pupils who perform well are sometimes left without praising. The difference between the teachers' views is significant. The secondary school teacher makes, however, a valid point about the atmosphere in the classroom and positive feedback (example 30):

30. *ST: I think it is justified to encourage the weaker ones through positive feedback if that's how you create an atmosphere where you know that you can get positive feedback without being always perfect.*

Mun mielestä se on perusteltua kannustaa heikompia kehumalla jos sillä saa luotua semmosen ilmapiirin että niitä kehujaakin saa vaikka kaikki ei mee ihan täydellisen hyvin.

Brophy (2010: 101) also states that it is of great importance that the teacher tries to motivate the pupils who show little interest towards school work and rarely perform well.

5.1.5 Summary of the teachers' views

The teachers were in agreement in many matters. Firstly, they consider motivating pupils as the main reason for giving positive feedback. Secondly, positive feedback should be equally given to all students but they tend to give it more easily to pupils who

usually perform poorly. Also, they do not think that gender has any effect on giving positive feedback and that teaching should be equal for everyone. Thirdly, they agreed on the fact that one has to be genuine when giving positive feedback to adolescents. Lastly, both teachers regard the working methods of a lesson as an influencing factor to positive feedback.

Although the teachers agreed on many matters, they also had differing opinions on certain issues. Firstly, they had somewhat differing views on the concept of positive feedback. The secondary school teacher regards it more as a mechanical way of reacting to pupils' answers, whereas the primary school teacher considers positive feedback a mixture of smiling, positive expressions and praising words. Secondly, the primary school teacher gives a lot of positive feedback whereas the secondary school teacher estimated that she does not give enough positive feedback but that it also depends on the group. Thirdly, the secondary school teacher gives positive feedback mostly on good work with exercises and tasks, whereas the primary school teacher gives positive feedback on good performances in anything. Fourthly, the primary school teacher gives an equal amount of individual and collective feedback, when the secondary school teacher gives mostly individual feedback. She also explained that it is more suitable for secondary school pupils. Lastly, the secondary school teacher does not think about which praising words to use nor does she use I-messages, whereas the primary school teacher explained that she varies the words she uses and that she uses I-messages as well.

5.2 The pupils' views

In this section I will discuss and compare the primary school and secondary school pupils' views. Abbreviation PP will be used to refer to primary school pupils and SP to secondary school pupils. The abbreviations are linked to numbers which indicate different pupils. At the end of the section, I will present a summary of the main findings. The pupils' views will then be compared with the teachers' views in 5.3 and also discussed in 5.4, where the observations are analysed and linked to all of the interviews.

5.2.1 The concept and the amount of positive feedback

Both primary and secondary school pupils agreed what the term positive feedback means. They had practically identical answers about the basic meaning of the concept (examples 31 and 32).

31. PPI: *It means that you praise. That you say “well done”.*

Semmosta että kehutaan. Sanotaan että “hyvin tehty”.

32. SP3: *It’s praising. That you praise someone else’s work.*

Siis se on sitä kehumista. Kehutaan sitä toisen työtä.

Clearly, all pupils know what positive feedback means. They share the views of Henderlong and Lepper (2002: 775) who explain that giving positive feedback means commenting one’s work or achievements. It is not surprising that the pupils are able to explain the concept and even agree on the meaning: they presumably consider it straightforwardly without any complicated explanations.

Secondary school pupils presented, however, additional points relating to positive feedback that primary school pupils did not bring up (examples 33-35).

33. SP1: *And even if you didn’t quite succeed you can get praised for trying.*

Nii ja vaikka ei ois ihan kunnolla onnistunu nii kehutaan siitä että on yrittäny kuitenkin.

34. SP3: *It doesn’t necessarily have to come from the teacher, you can get positive feedback also from other pupils.*

Sen ei tarte tulla välttämättä vaan opettajalta vaan se voi tulla myös oppilailta.

35. SP4: *And it’s also constructive, it tells why something is good. It’s justified.*

Sit se on myös rakentavaa, et miks on hyvä. Perusteltua.

It is not surprising that secondary school pupils had more to say about the topic and more versatile answers than primary school pupils: they are more mature and have more experience on school work in general. Example 33 tells about an important issue in learning: one can get positive feedback not only for achievement but also for trying. Example 34 about peer feedback is another valid point because peer feedback is a useful way to implement positive feedback in the classroom. As Henderlong and Lepper (2002: 790) also explain, teenagers want to stay on friendly terms with their peers. Peer

feedback is, therefore, more likely to be encouraging and positive than discouraging. The statement about feedback being constructive (example 35) is also worth noticing. Secondary school pupils do not want to be merely praised: they also want to know why they are being praised and what specifically is good in their performance. They have evidently more complex tasks than primary school pupils, so it is not always clear, what specifically is done well. Henderlong and Lepper (2002: 786) confirm that giving precise feedback to pupils will give them knowledge not only about their strengths but also the skills they still need to practice.

The pupils had differing answers about the amount of positive feedback that they receive. Primary school pupils were in utter agreement that they get a lot of positive feedback from their teacher (example 36) whereas some secondary school pupils expressed that their teacher could give even more positive feedback (example 37). Furthermore, the overall impression was that secondary school pupils do not receive enough positive feedback in general.

36. *PP4: A lot.*

Paljon.

37. *SP4: Some teachers give more positive feedback. I'm not sure if we get that much positive feedback from our English teacher.*

Jotkut opettajat antaa kyl enemmän. En mä tiää saadaaks me enkun opettajalta niin paljo.

Two of the secondary school pupils brought up an important point that all the others agreed on (examples 38 and 39). They explained that too much positive feedback is not hoped for.

38. *SP1: It wouldn't feel like praise anymore, if we got it all the time.*

Ei se sit enää tuntuis kehulta jos sitä saatais ihan koko ajan.

39. *SP6: If you get used to it, it doesn't feel like anything anymore. So on the other hand it would be better that you got praise only for the things that you have really succeeded in.*

Jos siihen tottuu nii se ei tunnu enää miltään, et toisaalta ois kivempi et kehattais oikeesti onnistuneita juttuja.

The pupils make a relevant point: teachers should not give positive feedback too easily or constantly. Brophy (1981: 21) verifies their view: too much praise can even lead to unwanted responses with some pupils. If positive feedback is given easily, it decreases

the motivation to strive for excellence. Instead, pupils might settle for performing below their real skill level.

5.2.2 The importance of and reasons for giving positive feedback

In this section, I will first discuss the reasons why pupils regard positive feedback important in general and then move on to the specific actions from which they are given positive feedback: performance and behaviour.

All the pupils agreed on the fact that positive feedback increases motivation (examples 40-42). Their answers were expected. As Ilies, De Pater & Judge (2007) found in their study, positive feedback increases positive emotions among students and can indeed promote their motivation.

40. PP3: *It encourages you to try.*

Se rohkasee yrittämään.

41. PP1: *If you only get scolded for or you never get any positive feedback, then you don't feel like working any more. But if you get positive feedback you start to feel that hey, this is actually fun.*

Jos aina vaan joku haukkuu tai ei saa ikinä kehuja nii ei siinä sitte enää oikein huvita tehdä töitäkään. Jos sitte taas saa kehuja nii sitte alkaa olla että hei, näitähän on kiva tehdä.

42. SP5: *You start to feel that it's worth trying because someone notices it and also comments on it.*

Tulee semmonen että no nii kannattaa sitä tehäkin hommia koska joku sen huomaa ja joku siitä myös mainitsee.

Since all the pupils were in such an agreement on the importance of positive feedback as a motivational factor, it is clear that it should be given often. Teachers should keep that in mind all the time and make sure that every pupil receives positive feedback at least occasionally when they perform well. Motivation is, however, not the only reason why teachers should give a lot of positive feedback: all pupils also agreed on the fact that positive feedback makes them feel good about themselves. One pupil described it aptly (example 43):

43. PP2: *It makes you feel amazing.*

Siitä tulee mahtifiilis.

It was also found in a study made by Lipnevich and Smith (2009) that positive feedback creates positive emotions. If positive feedback makes pupils feel good, it should be given more. When pupils are happy and glad they are more likely to listen to the teacher, concentrate better and behave better than when they are in a dark mood. They are thus more likely to learn more when they are surrounded with positive emotions. In conclusion, positive feedback can be seen as a tool in promoting learning.

The primary school pupils had also additional reasons for why positive feedback is important. For example, one of them mentioned that it can improve one's self-esteem (example 44). Another student stated that positive feedback makes one not only do what is expected but also to push for even better performances (example 45). Example 46 presents an essential point in teaching: pupils need to know when they have done something right or when their answer is correct. Especially with younger pupils it is of great importance: they are not always capable of assessing their own work. They need, therefore, their teacher's assessment. Wood and Freeman-Loftis (2012: 34) confirm that feedback should be as accurate as possible. Otherwise pupils will not know why they receive positive feedback and it will not have as much effect as it could have.

44. PP1: It promotes your self-esteem.

Se nostaa itsetuntoa.

45. PP3: It encourages you to do even better.

Se rohkasee tekemään aina vaan niin ku paremmin.

46. PP1: Then you know that you have done something right.

Sillon tietää että on tehny jotain oikein.

Positive feedback can be given about different matters, such as effort, achievement or behaviour. When the pupils were asked the reasons for getting positive feedback, many of them pointed out that achievement on exercises and tasks is the main reason for receiving positive feedback (examples 47 and 48). Both primary and secondary school pupils also noted that in general they get more positive feedback for good performances than from good behaviour.

47. PP1: If you have been working hard or behaving well. If you for example pronounce something really well or you have done some exercises thoroughly and correct.

Et on ahkera ja käyttäytyy hyvin. Jos vaikka ääntää hyvin tai on tehny tehtävät huolella.

48. SP5: *When you have a good answer to something.*

Kun vastaa hyvin johonkii.

The most concerning points were made about good behaviour and positive feedback. One of the secondary school pupils stated that she has never gotten any positive feedback about her behaviour (example 49). Another pupil noted also that one never gets positive feedback about good behaviour but always negative feedback about poor behaviour (example 50). The primary school pupils also mentioned that positive feedback is mostly given on good performance (example 51).

49. SP3: *I haven't received any positive feedback about my behaviour during secondary school. It's more like a primary school thing.*

En mä yläasteaikana ainakaan oo käytöksestä saanu kehuja. Se on enemmän ala-astetta se käyttäytymisen kehuminen.

50. SP6: *If you behave well, nobody says anything. If you behave poorly, you get scolded for it.*

Jos käyttäytyy hyvin, kukaan ei sano mitään. Jos käyttäytyy huonosti, heti torutaan.

51. PP1: *You get positive feedback mostly on good performance, not so much on behaviour.*

Yleensä saa enemmän siitä osaamisesta, ei niinkään siitä käytöksestä.

It is surprising that the pupil in example 50 has received no positive feedback from her behaviour during the whole of secondary school. Secondary school lasts three years, which is a long time and presumably all the pupils must have shown good behaviour at least occasionally. It is, therefore, troubling that teachers have never given her positive feedback on good behaviour during secondary school. However, it describes the priorities of secondary school well and as the pupil herself pointed out, complimenting good behaviour is part of primary school. It is nevertheless concerning that pupils are not encouraged to behave well through positive feedback even though for example Henderlong and Lepper (2002: 776) argue that it is a useful element in promoting good behaviour in the classroom. Instead, pupils feel that they only get scolded for whenever they behave poorly. It is also surprising that the primary school pupils feel that they do not receive much positive feedback on good behaviour. Given the role of primary school, good behaviour should be promoted and credited as often as possible. This issue will be discussed further in 5.3.

5.2.3 The ways of giving positive feedback

According to Brookhart (2008) positive feedback can be given individually or collectively. When asked about how positive feedback is given, the pupils gave differing answers. Secondary school pupils stated that it depends on the working methods (example 52) whereas primary school pupils were of the opinion that they receive mostly individual feedback during lessons and only at the end of the lessons they get collective feedback (example 53).

52. SP1: *If we do something in groups then the group receives positive feedback instead of individual feedback, but when you do something individually then you get praised individually.*

Jos on ryhmätyö vaikka nii sit ryhmä saa kehuja et ei ope sillon sano kenellekään yksilönä mut sit jos on ite tehny jotain yksilönä nii sitte saa kehuja yksilönä.

53. PP2: *After the lesson she usually praises the whole class, says like “good job everyone”, but during class she gives individual feedback.*

Tunnin jälkee yleensä antaa koko ryhmälle, että sanoo “hienosti olitte”, mut sitte tunnin aikana yksilöille.

The secondary school pupils mentioned that collective feedback is a good way to give positive feedback about good behaviour, which they also wished more from their teacher (example 54). They specifically explained, however, that it would feel strange if the teacher named the persons who behaved well individually (example 55).

54. SP5: *She could mention it more often that “hey, you have been nicely today”.*

Enemmän vois sanoo sillee että” joo tänää ootte ollu hyvin”.

55. SP4: *It would be weird if she said like “hey, you have behaved well today”.*

Ois outoo, jos se sanois että ”hei, tosi hyvää käytöstä sulta”.

Primary school pupils clearly prefer individual feedback (examples 56 and 57). They think that through individual feedback one knows better what has actually went well. Secondary school pupils prefer both individual and collective feedback but mentioned that individual feedback feels more meaningful (example 58).

56. PP3: *Preferably individual feedback. Then you know how much the feedback is actually about you.*

Enemmän yksilönä. Sit tietää enemmän et koskeeko se palaute itteä.

57. PP1: *She might point out some things you need to correct at the same time she gives positive feedback. You don't get that in collective feedback.*

Se saattaa samalla huomauttaa jostain korjattavasta jutusta kun kehuu. Ei koko luokan palautteessa saa sitä samaa.

58. SP4: *If she says something to you specifically, it makes you feel a little more special.*

Jos se tulee sillee sanomaan vaan sulle niin kyl siitä ehkä tulee erityisempi olo.

Pupils have a highly positive attitude towards individual feedback. It should, therefore, be given more often. Individual feedback evidently creates positive emotions and can be regarded also as a way for teachers to build positive relationships with their pupils. In fact, feedback that is given especially about effort is likely to correlate with a good teacher-pupil-relationship (Burnett 2002). Indeed, individual feedback is a good way for giving effort feedback. It is presumably more natural for a teacher to give positive feedback for trying and working hard when he or she has an individual contact to the pupil than in front of the whole class: the teacher can for example walk around in the classroom and mention to a pupil about how nice it is that the pupil has lately been working harder than before. However, individual feedback is a problematic matter. All the secondary school pupils agreed that there are pupils who might consider receiving individual feedback awkward when others can hear it. Teachers should, therefore, always consider carefully to whom they give positive feedback individually and sometimes give it after the lesson when the pupil's classmates cannot hear it.

According to the pupils, it makes no difference what kinds of praising words teachers use when giving positive feedback. Instead, they regard the tone of voice as a more important factor (examples 59-61).

59. PP2: *It depends on how you say it. I mean the tone of voice. That makes a bigger difference.*

Riippuu et miten sen sanoo. Siis ihan äänensävyistä. Se on tosi tärkeä siinä enemmänkin.

60. SP2: *It depends more on how you say it.*

Riippuu enemmän et miten sen sanoo.

61. SP3: *Yeah it depends on the tone as well.*

Nii riippuu siitä äänestäkii tavallaa.

Surprisingly, the pupils consider the tone of voice the most important thing that displays praising and how pleased the teacher is. Brookhart (2008: 47) also states that the tone is an important factor in giving feedback. Teachers should, therefore, concentrate more on the tone of voice they use when giving positive feedback. This matter is further discussed also in 5.3.1.

5.2.4 Factors affecting giving positive feedback

Secondary school pupils stated that the teacher has to mean what she says when she gives positive feedback. It has to sound natural, otherwise the pupils will not take it seriously (example 62). Henderlong and Lepper (2002: 778) also state that sincerity is an essential factor in giving positive feedback.

62. SP3: If it sounds very stiff, then it's not good. It has to sound natural.

Jos se kuulostaa kauheen tönköltä, nii se ei oo hyvä... Sen pitää olla luontevaa.

Both primary and secondary school pupils agreed that giving positive feedback is equal in general. However, after contemplating the matter they found some inequality in getting positive feedback. For example, they all agreed on the matter that weaker pupils receive more positive feedback than pupils who are expected to perform well (examples 63-65). That kind of a division of positive feedback is disturbing because it implies that it is not worth performing well since one will not get any credit for it.

63. SP1: If a weaker pupil does his or her homework once, then it's like "hallelujah, good."

Jos semmonen heikompi oppilas tekee kerran läksyt nii sit se on että "hallelujaa, hyvä."

64. SP2: But if you always do your homework, then it's just like of course you do your homework.

Mut sit jos on tehny aina läksyt nii sit se on semmonen että totta kai se tekee aina läksyt.

65. PP2: The weaker pupils do get more positive feedback. Sometimes it feels a bit bad.

Kyllähän ne ei niin hyvät saa vähä enemmän. Se tuntuu välillä vähä ikävältä.

The pupils also concluded that gender does not have any effect on receiving positive feedback. The secondary school pupils mentioned, however, that boys are often expected to be weaker than girls in languages (example 66).

66. SP6: Well, I think that boys are not expected to perform as well as girls in languages. For example the teacher often picks girls to do example exercises.

No ainakii mun mielestä poikien oletetaan jotenkin osaavan kieliä vähän huonommin. Et ope niin kun valitsee tyttöjä usein tekemään esimerkkitehtäviä.

If girls get more time in answering questions or they are used more as examples during lessons, they evidently get more opportunities to perform well and thus to receive positive feedback, which seems unequal. However, it does not automatically mean that girls receive more positive feedback due to more opportunities. The secondary school teacher stated that she often assumes that pupils performing well know that they perform well without receiving positive feedback. Also, she tends to make sure that the weaker pupils get positive feedback and sometimes even forgets to compliment talented pupils.

5.2.4 Summary of the pupils' views

The pupils had many agreeing views. Firstly, they agreed on the concept of positive feedback. Secondly, they all thought that positive feedback increases motivation. All in all, positive feedback makes pupils feel good about themselves. Thirdly, both groups stated that they get more positive feedback for good performances than for good behaviour. They also mentioned that they appreciate effort feedback. Fourthly, both groups prefer individual feedback. Also, they emphasised that the tone of voice is important in giving positive feedback. Lastly, both groups consider that positive feedback is given equally in the sense that everyone gets it at least sometimes and that gender plays no role in it. They did, however, state that the weaker pupils receive more positive feedback more than the talented pupils.

The pupils' opinions were also partly differing. The primary school pupils stated that they receive a lot of positive feedback whereas the secondary school pupils expressed a wish to receive more positive feedback than what they receive at the moment. However, they also mentioned that too much positive feedback is not hoped for. In addition, the primary school pupils explained that they receive individual feedback during lessons

and collective feedback at the end of lessons whereas the secondary school pupils stated that the type of feedback they receive depends on the working methods they use.

5.3 Teacher-pupil and primary-secondary school comparison

5.3.1 The amount and the features of positive feedback

There is a clear difference in the amount of positive feedback between primary and secondary school. The primary school teacher and pupils stated that a lot of positive feedback is given whereas the secondary school teacher and pupils explained that more positive feedback could be given. The difference is troubling especially because the secondary school pupils would like to receive more positive feedback. However, it would have been even more alarming if the teachers had stated that they give a lot of positive feedback and the pupils had disagreed with them.

The teacher's tone of voice when giving positive feedback is important for pupils. Interestingly, neither teacher mentioned anything about the matter. They seem to concentrate more on what they say instead of how they say it. Since pupils in both school levels regard the tone of voice as important, the teachers should start taking it into account more. It is important for teachers to think about how they talk to pupils, as Wood and Freeman-Loftis (2012: 31) state. However, the tone of voice is not exactly a conscious matter, as Sinclair and Brazil (1982: 95) also confirm. It would be difficult to think about the tone all the time during lessons. Also, teachers are expected to react to pupils' performances relatively quickly so there is not much time to think about the tone. Paying too much attention to it might also lead to not sounding genuine, which is important as well, as discussed in 5.1.4 and 5.2.4.

5.3.2 The importance of and the reasons for giving positive feedback

In general, both teachers and pupils consider positive feedback important for motivation. They all stated that positive feedback encourages pupils to try their best. Henderlong and Lepper (2002: 775-776) also state that positive feedback can improve motivation. It is not surprising that motivation was brought up in the interviews: nobody wants to try anything if one never gets any credit for it. In addition, primary school pupils mentioned that positive feedback promotes self-esteem, which is evidently significant in primary school. Also Kohn (1993: 101) confirms that positive feedback can improve children's self-esteem. Since primary school pupils receive a lot of positive feedback, it can be concluded that their self-esteem is also being supported. However,

secondary school pupils get only little positive feedback, which indicates that they do not get support for their self-esteem. It should be noticed, though, that secondary school pupils did not mention anything about self-esteem and positive feedback. It is, hence, difficult to say if receiving positive feedback supports their self-esteem.

The views on why pupils get positive feedback produced differences between primary and secondary school. The primary school teacher stated that she praises pupils on everything they do well, whereas the pupils argued that they get positive feedback mostly on good performances, not so much on behaviour for example. The secondary school teacher and pupils were more in agreement: the teacher stated that she gives positive feedback mostly on good performances in tasks and exercises and the pupils confirmed that they never get any positive feedback on good behaviour. As discussed in 5.2.2, it is disturbing that pupils feel that they are not praised for good behaviour even in primary school. As the secondary school teacher explained, one often assumes that pupils know when they are behaving well so one does not simply remember to give them credit for it. The matter will be discussed more in 5.4.3.

5.3.3 The ways of giving positive feedback

There is a clear difference in using I-messages in primary and secondary school. The primary school teacher stated that she uses them often, whereas the secondary school teacher does not use them at all. She mentioned, however, that they are suitable for primary school. Surprisingly, the secondary school pupils disagree with their teacher: they like feedback that includes the teacher's emotions (I-messages) over the mechanical reactions (example 67).

67. SP5: It does mean more than just saying "good".

No kyllä se merkkää enemmän kun että sanoo vaan "hyvä".

It is understandable that the secondary school teacher does not use I-messages. She concentrates evidently on being genuine in giving feedback and thinks that I-messages are false. However, one can use I-messages without sounding fake: if one said simply for example "it was really nice to work with you today, I was pleased to see you working so hard", the pupils would most likely consider the feedback positive and genuine. Indeed, I-messages can require some practice before they can be used fluently if one is not accustomed to use them. They could nonetheless be implemented more during lessons since the pupils have a positive attitude towards them.

Individual and collective feedbacks are implemented differently in primary and secondary school. In addition, pupils and teachers have different understandings of how feedback is given. The primary school teacher explained that she gives individual feedback on individual tasks and collective feedback on collective tasks whereas the primary school pupils thought that they receive individual feedback during lessons and collective feedback at the end of the lessons. The reason for the differing views might be that pupils remember individual feedback better than collective feedback because it is more personal. Also, one usually remembers the endings of lessons quite well and if the teacher has a tendency to give collective feedback at the end of the lesson, it is natural that the pupils remember it well. In secondary school the situation is different. The teacher noted that she gives mostly individual feedback whereas the pupils explained that they receive individual feedback from individual tasks and collective feedback from collective tasks. It is noteworthy that both primary and secondary school pupils prefer individual feedback: they think it is more personal and useful than collective feedback. However, secondary school pupils prefer collective feedback when it concerns good behaviour.

5.3.4 The factors affecting giving positive feedback

Pupils' age has an effect on positive feedback on both school levels. Both teachers agreed that one has to be genuine when giving positive feedback to teenagers. They mentioned that if positive feedback sounds unnatural, it will not be taken seriously by the pupils. This problem does not occur with primary school pupils: they are presumably too young to identify the situations where the teacher is faking positive emotions. Secondary school pupils also agree that being genuine is important (example 68).

68. SP4: It has to sound like she actually means it.

Se pitää kuulostaa siltä et se on oikeesti sitä mieltä.

Equality is an important issue in school. Both teachers and pupil groups agreed that gender has no effect on equality: boys and girls receive positive feedback equally. However, pupils' skill level seems to influence the amount of positive feedback in both school levels: it is common that the weaker pupils get more positive feedback than the talented ones (example 69). Indeed, positive feedback is presumably used to encourage the weaker pupils to perform better, as was discussed also in 3.3. The problem with it is that it diminishes the talented pupils: if two pupils perform well and only one gets

praised it feels discouraging for the other. Both primary and secondary school pupils presented noteworthy points about equal feedback (examples 70 and 71).

69. SP5: *There are pupils who never do their homework but if they happen to do them once, they get a lot of positive feedback. As if it's somehow better that you do your homework once than that you do them always.*

Se on joskus niinkin että joku ei ikinä tee läksyjä mut sit kun se kerran tekee nii sitä kehutaan kauheesti. Ihan kun se että kerran tekee läksyt ois jotenkin hienompaa kuin se että tekee aina.

70. PP1: *When you have 20 pupils in the classroom it's pretty difficult to give positive feedback equally to everyone.*

Kun on yli 20 oppilasta tunnilla nii siinä on vähä vaikee antaa kaikille tarpeeks sitä palautetta.

71. SP2: *On the other hand if you started to praise everyone with five sentences every time they got something right, it would take up all our time.*

Toisaalta jos alettais kehua viiellä lauseella joka kerta kun sanoo yhen jutun oikein nii siihen menis koko tunti.

Example 69 shows that it is difficult for teachers to balance between praising the talented and hard-working pupils and the weaker pupils. The statements 70 and 71 are comforting: if pupils understand that it is in fact difficult to give positive feedback equally, one can conclude that they are able to deal with the fact that sometimes they might not get the feedback they expect. Also, being left without positive feedback will then not have a reducing effect on their motivation. Both statements show that pupils clearly understand how demanding teaching can be and that giving positive feedback is not always possible. It would presumably be useful if the teacher talked about the matter with the pupils: it could enhance pupils' understanding of the matter.

Both primary and secondary school teachers think that the working methods have an effect on positive feedback. Interestingly, they have differing views of the effects. The primary school teacher is of the opinion that when pupils do group work, they receive collective feedback and when they do individual work, they receive also feedback individually. The secondary school teacher, however, thinks that when pupils do something that they themselves have come up with, such as drama, they receive more positive feedback than for regular exercises or tasks. It is somewhat understandable to give positive feedback according to the task: it is easier to perform well in regular tasks than to succeed in planning something, such as drama, from the beginning until the end

and executing it well. Good performances should nevertheless be praised regardless of what has been done.

5.4 Observations

The results from the interviews have now been dealt with. Next, I will present the findings from the recorded classes in two parts, discussing primary and secondary school separately. I will also compare the findings with what has been said by the pupils and the teachers in the interviews. Lastly, comparison between primary and secondary school is made. The abbreviation T will be used for referring to the teacher and P for referring to the pupils.

When I started analysing the recordings, it was evident that the first thing was to define the criteria to identify positive feedback. With the help from the interviews, where the teachers and pupils gave their conceptions of positive feedback, I decided that all kinds of positive comments made by the teacher to the pupils about their performances would count as positive feedback. Such comments are for example “good”, “excellent” and “keep up the good work”.

5.4.1 Observations in primary school

In this section, I will first explain the contents of the lessons in primary school. I will then move on discussing the amount of positive feedback and the expressions used in giving positive feedback. After that I will introduce the specific actions which lead to positive feedback and the ways of giving feedback. Equality in positive feedback is discussed lastly.

The content of a lesson has an effect on the feedback the teacher can give: if the pupils get to watch a video or several video clips, the teacher does not have many opportunities to praise the pupils. On the other hand, if the pupils do for example oral exercises in pairs, the teacher has more opportunities to give positive feedback. Also, the working methods used during the lesson influence giving feedback. It is, therefore, essential to take a look at the content of the recorded lessons.

The first lesson included several tasks. First, homework was checked: the pupils told the answers to the teacher. Then the teacher explained a new grammar issue and the pupils wrote notes about it. They also wrote sentences from Finnish to English relating to the

grammar issue, and the teacher asked some pupils to read their sentences to the whole class. They also played a game in pairs and practiced pronouncing.

The second lesson started with remembering body parts in English, after which they did a listening exercise. Then they practiced pronouncing and played a game in pairs. After the game they watched a video clip, of which the teacher had questions for the pupils. Lastly they listened to a text and the pupils read it in pairs. The lesson contained a lot of listening and watching, so it provided the least amount of opportunities for giving positive feedback.

The third lesson started with the pupils reading a text out loud in pairs. Then they pronounced the most difficult parts of it together with the teacher. After that they checked homework so that the pupils told the answers. Then they went through a new grammar issue (the conditional) so that first the teacher explained it and the pupils wrote down example sentences. Lastly, the teacher asked every pupil a question using the conditional and the pupils had to answer accordingly.

The amount of positive feedback varied during the three lessons. The teacher gave positive feedback 21 times during the first lesson. All of the given positive feedback was for producing the right answer. On the second lesson, the teacher gave positive feedback six times: once for good pronunciation, once for homework that was well done, twice for making a nice drawing relating to a listening exercise and twice for answering correctly. On the third lesson the teacher gave positive feedback 12 times: eight times for answering correctly, three times for good pronunciation and once for being present and on time. During the three lessons the teacher gave positive feedback 39 times altogether.

The teacher often varied the praise words she uses (example 72). She rarely used the same word twice in a row, which made her praising sound fluent and natural, not at all mechanical or forced. It is clear that the teacher thinks about her teacher talk in the class, which she also confirmed in the interview.

72. T: sentence number one
P3: why are you wearing a cape
T: excellent (.) number two
P4: I don't want a ghost
T: yes good job (.) number three
P5: ghosts are nonsense
T: that's the way to do it

Pupils got positive feedback mainly for good performances and achievement. The most common action leading to positive feedback was answering correctly. Also, good pronunciation lead to receiving positive feedback sometimes. However, no positive feedback was given for good behaviour even though most pupils behaved well during the three recorded lessons. It is surprising because the teacher mentioned in the interview that she gives a lot of positive feedback also for good behaviour. In fact, the result from the recordings supports the pupils' view of receiving only little positive feedback for behaviour.

The primary school teacher gave mostly individual feedback. It was given 35 times and collective feedback only four times. Individual feedback was given only for good performances. Collective feedback was given for good pronunciation, answering correctly and for being present on time. The teacher stated in the interview that she gives both individual and collective feedback equally but it did not show in the recorded lessons: even though the working methods (for example playing games) provided opportunities for giving collective feedback, it was given rarely. However, three lessons is a small sample. One would have to observe more lessons during a longer period in order to get more reliable results. Also, since the pupils prefer individual feedback, it is a good thing that the teacher gave mostly individual feedback.

All pupils got positive feedback at some point during the three lessons. The teacher stated in the interview that she always makes sure that as many pupils as possible get the chance to say something in class so that they have the possibility to get positive feedback as well. It was evident in the recorded lessons as well. However, all pupils did not receive positive feedback on every lesson but if they get it at least a couple of times during three lessons, one can argue that it is often enough in order to promote their motivation. Also, it has to be taken into account that if a pupil does not perform well enough, the teacher cannot give positive feedback.

Equality in giving positive feedback did not always come true during the lessons. When for example homework was being checked and the pupils gave the answers, not all of them received positive feedback even though their answers were correct (example 73).

73. T: number five

P1: they have to light their candles

T: yes (.) excellent (.) number six

P2: the floors are wet and slippery

T: yes

Both pupils gave the right answer but only one of them got positive feedback for it. Clearly, pupils do not receive positive feedback equally. Presumably it is not intentional: sometimes teachers forget to react because they are paying attention to something else, for example the next task or something happening in the classroom. Brookhart (2008: 47) confirms that teachers have only little time to react to pupils' performances. Based on the observations, it can be concluded, however, that gender does not have any effect on receiving positive feedback: a pupil being left without positive feedback is coincidental. It is also worth mentioning that the teacher praises her pupils so much that if someone does not occasionally receive positive feedback when he or she deserves it, it will presumably have no effect. One of the pupils mentioned that it is understandable that when one has a lot of pupils in the same room it is difficult to give everyone positive feedback equally. Thus, the pupils understand how difficult it is to be equal, which is important for the atmosphere in the classroom.

5.4.2 Observations in secondary school

In this section, I will first explain the contents of the lessons. I will then discuss the amount of positive feedback given and expressions used for giving positive feedback. Then I will present the specific actions that lead to positive feedback. Examples of those actions will also be given. The ways of giving positive feedback will also be presented. The ways of giving feedback will be discussed lastly.

The first lesson started with watching a video of the London tube. Then the pupils got an imaginary subway map on a Finnish city and their task was to translate the names in pairs. The names were then checked with the teacher. Then the pupils worked in pairs again and practiced asking the way to different sights using the underground in London. They were also supposed to mark the sights in the map. The locations of the sights were then checked with the teacher.

The second lesson included several tasks. First, the pupils read a text and the teacher had prepared questions about it, which the pupils then answered. Then the pupils did a word formation exercise in pairs, which they checked with the teacher. After that the teacher showed the pupils slides containing pictures of paintings and other kind of art. The purpose was to discuss what is art and what is not. The pupils got the chance to present their views on the matter. Lastly, the pupils read a vocabulary and then they pronounced the most difficult words together with the teacher.

The third lesson was a work station lesson. The pupils went through different stations in groups. All the stations were different: for example on one station the pupils got to play a word game, on another they had a discussion on the given the topic and on one station they had to do a listening comprehension.

The teacher did not give a lot of positive feedback. On the first lesson she gave positive feedback only once. It was individual feedback for answering correctly. On the second lesson the teacher gave positive feedback six times, all of which were individual feedback: once for good pronunciation and five times for answering correctly. On the third lesson the teacher gave positive feedback three times, all of which were individual feedback and given for knowing the answer to a question. During the three lessons the teacher gave positive feedback 10 times altogether. The results are in accordance with the teacher's statement in the interview where she estimated that she does not give enough positive feedback. Generalisations cannot, however, be made based on the observations because the amount of positive feedback clearly depends on the lesson as well: when I practised observing before the recordings the teacher gave a lot of positive feedback to the pupils on those lessons: for example on one lesson she gave positive feedback 15 times, which is more than on the recorded lessons altogether. The results of the recorded classes are therefore surprising.

The secondary school teacher has a pleasant way of talking and when she reacts to pupils' answers by saying "yes", it almost sounds like positive feedback. The tone was difficult to take into account when counting the amount of positive feedback: one can never know when the teacher herself considers her responses as positive feedback or what the pupils think of her responses if they do not include a specific word that implies praise. The tone was therefore not analysed further.

It was difficult to make conclusions on the words and expressions that the teacher uses when giving positive feedback since she gave so little positive feedback during the

lessons. She did, however, vary the words she used instead of only using for example “good” all the time: for example good, very good and excellent were used. She mentioned herself that she never thinks about how to give positive feedback. Instead, the words come automatically to her.

Positive feedback was given only on performance and success in tasks and exercises during the three lessons. No feedback was given on good behaviour even though the majority of the pupils behaved well. The results are not surprising, however, since the teacher admitted that she gives positive feedback mostly on doing the exercises and tasks. Also the pupils mentioned the same thing in their answers.

Only individual feedback was given during the lessons. It is not surprising because the teacher explained that she usually gives individual feedback. However, one of the lessons was a work station lesson where the pupils worked in groups and did differing tasks and exercises in the stations. Even then the teacher did not give positive feedback collectively. Instead, she gave only individual feedback. This can be criticised: if a group is working well together, the teacher could say “well done guys” or “keep up the good work” when she passes by their station. That way everyone who is working well would get positive feedback. However, one has to bear in mind that the pupils also like to receive individual feedback.

Equality in giving positive feedback was not totally achieved. The secondary school teacher gave positive feedback to only some of the pupils who answered correctly or showed that they have learnt something (example 74). However, she only said “yes” or “correct” to many pupils when they answered correctly (example 75).

74. T: how about number six

P: it's also popular for its shops in the central part of the city

T: good (.) excellent

75. T: what's tube in Finnish

P: putki

T: yes

It is, however, evident that the teacher gives more positive feedback on the performances that require more effort or knowledge. She did not mention it in the interview but it became apparent during the lessons. It is in agreement with the pupils as well: they stated that it is nice to get positive feedback when one has actually had to put effort in the task. Also, the teacher stated herself that equality might not come true on

every separate lesson but that it is evident when thinking about longer periods of time, for example a semester.

5.4.3 Comparison between primary and secondary school

Primary school pupils received a lot more positive feedback than secondary school pupils based on the observations. The secondary school teacher gave positive feedback ten times during three lessons, where as the primary school teacher praised her pupils 39 times. The amount of positive feedback given in primary school is thus almost three times bigger than the amount of positive feedback in secondary school. The result is similar to what both teachers and pupils reported in the interviews and was therefore expected.

Individual feedback was the most common way for giving positive feedback in both school levels. It can be said that it is a good thing because all pupils prefer individual feedback over collective feedback. The methods of working can also have an effect on giving positive feedback. Both teachers stated that in the interviews but their views were not evident in the recorded lessons. Especially the primary school teacher stated that she gives both individual and collective feedback equally but during the recorded lessons she gave mostly individual feedback even though there were opportunities for giving collective feedback. Also, the primary school pupils mentioned that they might get collective feedback at the end of a lesson, but that was not evident either. The secondary school teacher explained that she gives mostly individual feedback but also that collective feedback is a good way of giving feedback for group tasks. This was not, however, evident in the recorded lessons: there was no collective feedback even on the work station lesson where the pupils worked in groups.

Both teachers stated in the interviews that they give positive feedback to weaker pupils more easily than to pupils with good skills in English. This was not, however, evident in the observed lessons. The reason for it might be that even though the teachers consciously think more about encouraging the weaker pupils they nevertheless strive for equality and give positive feedback to all pupils. Or, encouraging weaker pupils did not show during the three lessons that were observed but it still is a part of the teachers' way of teaching.

Equality did not always come true during the recorded lessons. When for example checking homework, some pupils received positive feedback for providing the correct

answer but some did not. It is, however, difficult to draw conclusions on equality because the amount of the recorded lessons was small. In order to make more realistic conclusions one would have to record lessons from a longer period.

6 DISCUSSION

In this chapter, I will first discuss the results of the study with previous research. I will then deal with reliability and the limitations of the study in the second section.

6.1 The main results

The present study has been conducted in order to find out how positive feedback is implemented in primary and secondary school. The aim was to compare the results between the two school levels. The results showed differences but also similarities between primary and secondary school.

The results indicate that primary school pupils receive more positive feedback than secondary school pupils. It was evident not only in the teachers' and the pupils' answers but also in the recorded lessons. Positive feedback should definitely be given more also in secondary school considering the positive effects it has for example on motivation, especially since the pupils stated that they like receiving positive feedback.

The results show that both teachers and pupils have similar views on what positive feedback is. According to them, positive feedback is giving credit to someone for good work. It is a positive matter that the views correlate with each other: if the views were very differing, it might cause problems because then the pupils might not always know when their teachers are giving positive feedback to them, which could lead to a decrease in motivation.

It can be said that pupils receive mostly individual feedback based on the results. One can state that it is a positive matter since the pupils prefer individual feedback: they consider collective feedback vague. The results provided with a conflict in the pupils' and the teacher's views in primary school: the teacher stated giving collective feedback on group work but the pupils think that collective feedback is usually given at the end of lessons. The reason for the differing views might be that pupils remember collective feedback only when it is given at the end of a lesson, not when it is given during a lesson. The effect of collective feedback should, therefore, be considered: if it is not effective enough for the pupils to remember it, it should not be given often. However, the recorded lessons showed that only little collective feedback is given in primary school. It is, therefore, surprising that the teacher stated giving collective feedback considerably. A longer period of recording the lessons would evidently show more

reliable results whether the teacher gives collective feedback as much as individual feedback.

The results indicate that positive feedback is given mostly on performance and not on behaviour both in primary and secondary school. It is somewhat surprising especially when thinking about the aims in primary school: one can say that pupils are expected to learn to work in groups and to become “respectable citizens”. Behaving well is a big part in fulfilling those expectations: one cannot be part of any kind of communities or groups if one does not behave well. Also, if good behaviour is expected of pupils, it should be credited as well. Furthermore, according to Henderlong and Lepper (2002: 776), positive feedback is a useful element in promoting good behaviour in the classroom. The issue that raises concern is that both teachers think they give positive feedback on behaviour as well but the pupils do not agree with them nor do the recorded lessons support their views. It might be that the teachers know how important it would be to compliment good behaviour but they simply forget to do it regularly. It is understandable how teachers might forget some issues: one has to execute the matters written in the syllabus in the given time and there are a lot of things happening in the classroom at the same time. Lessons are, therefore, filled with tasks and exercises and there are many matters one is expected to go through with the pupils in a short amount of time.

Positive feedback has many effects on teaching. The results show that the biggest effect is that it can increase pupils’ motivation. It is confirmed also by Henderlong and Lepper (2002: 775-776) and Ilies, De Pater & Judge (2007). Both pupils and teachers stated that positive feedback promotes motivation: one wants to try even harder when positive feedback is implemented in the classroom. Other reasons for giving positive feedback can be for example promoting good relationships between teachers and pupils, as Brophy (2010: 139) states. The results do not, however, support this view. Other factors, such as the way the teacher talks to the pupils, have, however, an effect on the relationships. Positive feedback can also improve children’s self-esteem (Kohn 1993: 101). As the pupils stated, positive feedback makes them feel good about themselves.

It is worth noticing that both groups emphasised that they like their English teachers a lot and consider them good teachers. Especially the secondary school pupils mentioned that they appreciate their teacher for using many methods of working and for making the lessons versatile. They also mentioned that she talks to them in a nice, respectful

way, which is important to them. Primary school pupils mentioned that they appreciate also that their teacher is extremely dedicated to her work. Obviously, positive feedback is not the only matter that affects the way pupils consider their teacher and it has little effect on whether the pupils like their teacher or not.

It is evident that teachers want to encourage pupils who often perform poorly. It happens even at the cost of ignoring the talented and hard-working pupils. This kind of a procedure in school raises questions: it implies that it does not pay off to perform well because nobody will notice it. If one gets used to it, motivation to do anything well will start to diminish gradually. That will have severe consequences for life after school: if one does not believe that performing well is a matter to strive for or that it will produce any positive results, it will be difficult to find a good job or to succeed in other matters in life as well.

Equality is difficult to execute and the results show that it does not always come true in teaching. Gender, however, seems to have no effect on giving positive feedback. One can suggest that positive feedback does not have to be given all the time for everyone, as for example the secondary school pupils stated. However, feedback should be given equally among single tasks or exercises. For example, if the purpose is to check homework and let the pupils say the answers, then teacher responses should be equal: either everyone gets positive feedback for answering correctly or the response is merely a “yes” to all the correct answers. If the teacher gives positive feedback to one pupil but not to another when they answer correctly, positive feedback will not be given equally and can cause negative emotions, as the pupils stated. As Henderlong and Lepper (2002: 785) argue, every pupil deserves positive feedback.

The results show that giving positive feedback is a complex matter. Teachers have to balance between encouraging weaker pupils and giving credit for those who always perform well. In addition, the lessons are full of different matters that teachers have to attend. Furthermore, pupils are individuals with differing opinions: what pleases another might be undesirable for another. Thus, teachers always have to consider the group and the individual and give positive feedback accordingly.

6.2 The reliability and the limitations of the study

Neither the teachers nor the pupils were informed about the topic of the study. They only knew that the main interest of the study was the teacher. One can, therefore,

assume that they acted naturally, which evidently proved more reliable and realistic results than if they had known the focus of the study. However, the presence of the camera in the classroom might have affected them. As Blommaert and Jie (2010: 27-28) argue, the observer's presence always has an effect on the classroom. Yet, it can be stated that the teacher and the pupils had gotten used to my presence in the classroom during the lessons when I practiced observing and at least the lessons seemed to go as a matter of routine.

It is difficult to generalize the results of the study. The amount of the interviews is too small for making generalisations. Also the recordings were made during only a short instructional period, which limits the generalisation of the results. I expected to get more results from the recordings as well. In addition, the amount of observed lessons is too small in order to generalise the results or to make realistic comparisons between the two school levels. However, they still support many of the findings from the interviews that proved similar results than previous studies. One can still dispute the generalization of the results: only two teachers took part in the study. However, there were no resources to conduct a longitudinal study with more participating teachers. Even though the number of the participating pupils from the two schools was not even (4 and 6), there were enough similarities in their answers so that one can say their answers are reliable.

7 CONCLUSIONS

It has been explained that primary school pupils receive more positive feedback than secondary school pupils in general, which was the most important finding and also the hypothesis for the study. Also, all the participants agreed that positive feedback improves motivation to learn and is of great importance. It was, therefore, surprising that secondary school pupils received so little positive feedback in the observed lessons. Positive feedback was mostly given on performance; pupils got only little or no feedback on behaviour. The results are in accordance with what is often reported about the Finnish school system in the media: Finnish pupils do well in international tests on different subjects but behave poorly in school. Behaviour should, therefore, be taken into account more in teaching. As discussed, positive feedback is a useful way in promoting good behaviour.

The results of the study can be used in many ways. For example, they can help primary and secondary school teachers to develop their teaching: the pupils and the school level have to be taken into consideration in giving positive feedback. Also, the present study provides relevant results for teacher training: it is useful for future teachers to know what kinds of thoughts pupils have on positive feedback and what their preferences are. Teacher trainees can take the results into account when they do their teacher training in primary and secondary school and test different ways of giving positive feedback. I am going to be an English teacher and will definitely take the results into consideration in my future job: there are many aspects relating to positive feedback. The results also show that every teacher should ask their pupils' views on positive feedback: if the teachers' and the pupils' views are not similar, it might cause problems in understanding each other when feedback is given and when it is not given.

The present study provides some implications for future research. This study did not take into account for example gender differences: one could study how boys' and girls' views on positive feedback differ and what kind of effects those differences could have on teaching. Both interviewed teachers were also women: it would be interesting to know how male and female teachers' views differ. Also, one could execute a longitudinal study where the aim would be to study the effects of positive feedback on pupils' skill levels or grades: it would be interesting to know if what kind of an effect systematically given positive feedback has on pupils' grades. In addition, a more

extensive study like the present study is needed: a larger amount of interviewees is essential in order to get results for generalisation.

Positive feedback is a matter that has been studied a lot. This study had a new comparative perspective on the matter and produced results that partly support previous research but also provided new viewpoints: comparison between primary and secondary school had not been made before. Hopefully the study will be of use for future teachers: they are the ones who can assure positive encouragement for the future generations. The reason for doing it can be found in the following quote from a primary school pupil:

“If you only get scolded for or you never get any positive feedback, then you don’t feel like working any more. But if you get positive feedback you start to feel that hey, this is actually fun.”

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APPENDICES

Appendix 1. The interview questions for teachers.

Haastattelukysymykset opettajille

1. Mikä on oma käsityksesi positiivisesta palautteesta? Millaista se on?

2. Kuinka paljon/usein annat positiivista palautetta tunneilla?

3. Mistä pyrit antamaan kehuja?

- (osaaminen/työskentely/käytös/jokin muu)

- Mistä eniten?

4. Millä tavoin annat positiivista palautetta?

- yksilö vs. ryhmä → Mistä yksilöpalaute, mistä ryhmäpalaute? Miksi?

- Millaisia sanavalintoja käytät? Onko niillä merkitystä? Mietitkö niitä etukäteen?

5. Vaikuttavatko tunnilla tehtävät asiat positiivisen palautteen antamiseen?

6. Miksi positiivisen palautteen antaminen on tärkeää?

7. Mitä tulee huomioida juuri yläkouluikäisiä/alakouluikäisiä kehuessa? (verrattaessa muihin ikäryhmiin)

8. Vaikuttaako oppilaan taitotaso positiivisen palautteen antamiseen? Millä tavoin?

- Entä persoona tai sukupuoli?

9. Yritätkö antaa kaikille tasapuolisesti kehuja? Miksi? Miten varmistat tasapuolisuuden?

10. Vapaa sana

Appendix 2. The interview questions for pupils.

Haastattelukysymykset oppilaille

1. Mitä positiivinen palaute on? Millaista se on?

2. Kuinka paljon/usein opettaja antaa positiivista palautetta tunneilla?

- Saako kehuja tarpeeksi?

2. Mistä asioista opettaja antaa positiivista palautetta?

- (osaaminen/työskentely/käytös/jokin muu)

- Mistä eniten?

3. Minkälaista opettajan antama positiivinen palaute on?

- yksilö vs. ryhmä → Mistä yksilöpalaute, mistä ryhmäpalaute?

- Kumpi on parempi?

- Millaisia sanavalintoja opettaja käyttää? Onko niillä merkitystä?

4. Miltä opettajan kehut tuntuvat?

5. Miltä se tuntuu, jos onnistuu jossakin, eikä saakaan kehuja?

6. Miksi positiivista palautetta yleensä tulisi mielestänne saada?

7. Vaikuttaako oppilaan taitotaso positiivisen palautteen saamiseen? Millä tavoin?

- Entä persoona tai sukupuoli?

8. Saavatko oppilaat teidän mielestänne tasapuolisesti kehuja opettajalta? Miten se näkyy tunneilla?

9. Vapaa sana

Appendix 3. The consent form for recording the lessons.



Jyväskylässä 22.1.2013

Opiskelen Jyväskylän yliopistossa englannin kieltä ja teen pro gradu –tutkielmaa. Tutkin opettajan ja oppilaiden välistä vuorovaikutusta englannin tunneilla. Kerään osan tutkimusaineistosta videoimalla tunteja. Tutkimuskohteenani on opettaja, mutta oppilaat voivat luonnollisesti näkyä videolla. Koulun rehtori on antanut suostumuksensa tutkimuksen tekemiseen, mutta tarvitsen myös huoltajien suostumuksen, koska oppilaat ovat alaikäisiä.

Pyydän Teitä ystävällisesti tutustumaan alla olevaan tekstiin ja täyttämään suostumuslomakkeen.

Kiitos vaivannäöstänne. Mikäli Teillä on kysyttävää tutkimuksesta, vastaan mielelläni kysymyksiinne.

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SOPIMUS TUTKIMUSAINIESTON KÄYTTÖOIKEUKSISTA

Tällä lomakkeella tutkimukseen osallistuvan alaikäisen henkilön huoltaja sekä tutkimuksen tekijä sopivat kerättävän tutkimusaineiston käyttöoikeuksista. Allekirjoitetulla lomakkeella tutkimukseen osallistuvan henkilön huoltaja antaa suostumuksensa huollettavan henkilön osallistumisesta tutkimukseen ja luovuttaa tutkimushankkeelle alla eritellyt oikeudet tutkimusaineiston käytöstä.

- Tutkimusaineisto ja –tulokset käsitellään luottamuksellisesti.
- Tutkimusaineisto säilytetään siten, ettei ulkopuolisilla ole siihen pääsyä.
- Tutkimukseen osallistuneiden anonymiteetti säilyy myös tutkimusaineistoa raportoidessa.
- Tutkimusaineisto tuhoetaan tutkielman valmistumisen jälkeen, joten pysyvää aineistoa ei jää.

Annan huollettavalleni luvan osallistua tutkimukseen.

Vaadin, ettei huollettavaani voi tunnistaa videolta.

Huollettavan nimi_____

Huoltajan allekirjoitus_____

Nimenselvennys_____

Aika ja paikka_____

Appendix 4. The consent form for the interviews.



Jyväskylässä 22.1.2013

Kerään aineistoa pro gradu –tutkimukseeni osin myös haastattelemalla oppilaita. Pyydän Teiltä ystävällisesti lupaa saada haastatella huollettavaanne koulun tiloissa. Haastattelut nauhoitetaan.

Pyydän Teitä ystävällisesti tutustumaan alla olevaan tekstiin ja täyttämään suostumuslomakkeen.

Kiitos vaivannäöstänne. Mikäli Teillä on kysyttävää tutkimuksesta, vastaan mielelläni kysymyksiinne.

Päivi Peltola

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SOPIMUS TUTKIMUSAINIESTON KÄYTTÖOIKEUKSISTA

Tässä sopimuksessa tutkimukseen osallistuvan alaikäisen henkilön huoltaja sekä tutkimuksen tekijä sopivat kerättävän tutkimusaineiston käyttöoikeuksista. Allekirjoitetulla sopimuksella tutkimukseen osallistuvan henkilön huoltaja antaa suostumuksensa huollettavan henkilön osallistumisesta tutkimukseen ja luovuttaa tutkimushankkeelle alla eritellyt oikeudet tutkimusaineiston käytöstä.

- Tutkimusaineisto ja –tulokset käsitellään luottamuksellisesti. Aineistoa käsittelee vain tutkimuksen tekijä.
- Tutkimusaineisto säilytetään siten, ettei ulkopuolisilla ole siihen pääsyä.
- Tutkimukseen osallistuneiden anonymiteetti säilyy myös tutkimusaineistoa raportoidessa.
- Tutkimusaineisto tuhoetaan tutkielman valmistumisen jälkeen, joten pysyvää aineistoa ei jää.

Annan huollettavalleni luvan osallistua haastatteluun.

Huollettavan nimi_____

Huoltajan allekirjoitus_____

Nimenselvennys_____

Aika ja paikka_____